DOCUMENT RESUME

ED 106 219 SO 008 400

TITLE	Council of Europe Information Bulletin 2/1975. Progress Report of the International Organizations 1973-1975.
INSTITUTION	Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
PUB DATE	75
NOTE	76p.; Papers prepared for Standing Conference of European Ministers of Education (9th, Stockholm (Sweden), 9-12 June 1975); For related documents, see SO 008 405
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*Comparative Education; Conference Reports; Cooperative Education; Educational Coordination; Educational Development; Educational Policy; Educational Principles; *Educational Programs; Educational Strategies; Foreign Relations; Interagency Cooperation; *International Education; *International Organizations; *International Programs

ABSTRACT

Reports from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the Council of Europe, the European Communities, and the Nordic Council of Ministers are contained in this bulletin. They are contributions to the Ninth Seesion of the Standing Conference of European Ministers of Education held in Stockholm on June 9-12, 1975, at the invitation of the Swedish government. The Conference is concerned with the activities of international organizations in the field of education for the years 1973-1975, and its main theme is "Recurrent Education." Each organization's report on its activities is prefaced by an introduction. UNESCO reports on activities in Europe, activities of world-wide interest, and cooperation for development; OECD reviews educational activities and selected major areas of work; the Council of Europe reports on projects and services and presents examples of its cooperation; the European Communities covers general and specific developments; and the Nordic Council of Ministers includes general plans, guidelines, and some important projects for collaboration in education. (ND)

ED106219

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COUNCIL OF EUROPE

INFORMATION BULLETIN

SP 008 400

00002

documentation centre for education in europe

ED106219

STANDING CONFERENCE
OF
EUROPEAN MINISTERS OF EDUCATION

Ninth Session

STOCKHOLM, 9 - 12 JUNE 1975

JUN 11 1975

PROGRESS REPORT
OF THE INTERNATIONAL ORGANISATIONS
1973 - 1975

00003

The ninth session of the Standing Conference of European Ministers of Education will be held in Stockholm at the invitation of the Swedish Government from 9 to 12 June 1975. A number of papers devoted to its main theme, "Recurrent Education", as well as the Progress Reports of the International Organisations will be submitted to the Conference.

The Conference, since its inception in 1959, has been concerned with the activities of international organisations in the field of education. The Progress Report which is reprinted hereafter covers the years 1973-1975 and contains contributions as received from UNESCO, OECD, the Council of Europe, the European Communities and the Nordic Council of Ministers, the latter participating for the first time in this account of international educational activities.

Progress Reports of the International Organisations covering the years 1969-1970 and 1971-1973 were published in previous issues of the Information Bulletin *(numbers 1/1971 and 2/1973).*

0004

Contents

UNESCO

I. UNESCO AND CO-OPERATION IN EUROPE

1. Cultural co-operation in Europe 9
2. Second Conference of Ministers of Education of European Member States 10
3. Expansion of the European Centre for Higher Education in Bucharest 11
4. Asssembly of European Universities 11
5. Advisory Round Table on Educational Technology and Higher Education in Europe 11
6. European Centre for Leisure and Education (Prague) 12
7. Equivalence of degrees and diplomas 12
8. Co-operation between UNESCO and certain European countries that are hosts to migrant workers 12

II. ACTIVITIES OF WORLD-WIDE INTEREST

9. Setting standards 13
10. Permanent education 14
11. International Conference on Education 14
12. Educational structures 15
13. Educational technology 16
14. School curricula 17
15. Hamburg Institute 18
16. Science education 18
17. United Nations University 19
18. Education for international understanding 21
19. Population education 23
20. Environmental education 23
21. Education to combat the misuse of drugs 24
22. Adult education 25
23. Role and training of educational staff 25
24. Exchange of information 26

00005

III. CO-OPERATION FOR DEVELOPMENT

25. Co-operation with the European Communities 27
26. International Institute for Educational Planning 27
27. International Centre for Advanced Technical and Vocational Training (Turin) 28
28. Funds-in-Trust 29

OECD

INTRODUCTION 33

PART ONE: GENERAL REVIEW OF EDUCATIONAL ACTIVITIES . . . 33

I. Educational growth: objectives, policies and planning 33
II. Relations between education, employment and society 35
III. Major changes in educational structures 36
IV. Educational innovation: policies and practice 37

PART TWO: SELECTED MAJOR AREAS 38

I. Educational statistics and indicators 38
II. Options for youth 40
III. New policies for teachers 42
IV. Curriculum development and educational technology and innovation . . 43
V. Early childhood education 44

COUNCIL OF EUROPE

I. INTRODUCTION 49

II. PROJECTS AND SERVICES 50

A. Permanent education 50
Intensive project nº 1: Permanent education 50
Related work: Multi-media systems 51

B. Information and educational research 52
Intensive project nº 2: EUDISED 52
Related work: educational research co-operation 53

C0006

C. Pre-school and primary education 54
Intensive project nº 3: Pre-school education 54
Related work 55

D. Education of the 16-19 age group 55
Intensive project nº 4: Technical and vocational education 55

E. Equivalence and mobility 56
Intensive project nº 5: Equivalence 56
Special project: Mobility 57
Related work 57

F. Curriculum reform in higher education 58
Intensive project nº 6: Curriculum reform in higher education 58

G. Adult education 58
Intensive project nº 7: Adult education 58

H. On-going work not related to particular intensive projects 58

III. EXAMPLES OF CO-OPERATION 59

EUROPEAN COMMUNITIES

I. INTRODUCTION 63

II. GENERAL DEVELOPMENTS 63

III. SPECIFIC DEVELOPMENTS 64

A. The education of the children of migrant workers 64

B. Mobility in secondary education 65

C. Co-operation in relation to higher education 65
(i) Mobility of teachers, students and research workers 65
(ii) Academic recognition of diplomas and periods of study 65
(iii) Institutional co-operation 66
(iv) The European University Institute 66
(v) European studies 66

00007

D. Educational documentation and statistics 66

E. Mutual recognition of professional qualifications 67

F. Vocational training 67

(i) Study programmes and activities 67

(ii) The creation of a European Centre for the Development of Vocational Training 68

(iii) Publication of a bulletin on vocational training 68

G. Environmental education 68

APPENDIX: Resolution of the Ministers of Education meeting within the Council of 6 June 1974 on co-operation in the field of education . 70

NORDIC COUNCIL OF MINISTERS

Introduction 73

General plans and guidelines for collaboration in education 74

Some important projects for collaboration 76

Summary 78

00008

UNESCO

00009

The report that follows does not give a full account of UNESCO's activities in the educational field in the last two years. Instead, an attempt has been made to select and present information likely to be of direct or indirect interest to the Standing Conference of European Ministers of Education from the point of view of intensified co-operation between its member States.

Three main headings have accordingly been chosen.

Firstly, an account has been given of UNESCO's specifically European activities. Secondly, an attempt has been made to outline the main activities of UNESCO which, though concerning all countries of the world, seem likely to contribute in some way or other to the development of educational thinking and practice in Europe. Lastly, the third part quotes some examples of consultation and co-operation between UNESCO and European countries with a view to promoting development.

I. UNESCO AND CO-OPERATION IN EUROPE

1. Cultural co-operation in Europe

At its 17th session, the UNESCO General Conference adopted a resolution asking the Director-General to pay special attention to the implementation of plans for European co-operation in 1973-74 and the recommendations of the Conference on Cultural Policies in Europe (Helsinki 1972).

In pursuance of one of the recommendations of the above Conference, and of Resolution 101 adopted by the General Conference at its 17th session, the Director-General had a document prepared in May 1973 entitled "Cultural co-operation in Europe — situation and prospects". The text is written in a clear, simple style and is divided into three parts. In the first part, a study is made of the framework for cultural relations in Europe and the organisations involved, considering this framework and these organisations at the level of intergovernmental relations, at the level of non-governmental relations or at the level of individual initiative. We see how hard Europe, since the Second World War, has worked to create a dense network of links between its members for co-operation in many fields and at the same time how paradoxically "piecemeal" its efforts have been and more especially how they "have been developed within groups of States with relatively little interpenetration". In the second part, there is a recapitulation of the work that UNESCO has already done to promote European co-operation. In the third part proposals are made tending "towards more intensive and more evenly distributed exchanges of persons and equipment for educational, scientific and cultural purposes" and towards programmes of co-operation, whether these be world-wide programmes of special interest to Europe, such as the World Science Information System (UNISIST), the programme known as "Man and the Biosphere" (MAB) and the International Geological Correlation Programme, or possible programmes for specifically European co-operation in education, such as the revision of school textbooks and the problem of the equivalence of studies, diplomas and degrees. Copies of this brochure have been distributed to the Secretariat of the Conference on Security and Co-operation in Europe (Geneva). The Co-ordinating Committee for the Conference adopted a resolution asking for UNESCO to be consulted on relevant questions on the agenda. The Director-General made a statement to the Conference in February 1974.

CCC/10

2. *Second Conference of Ministers of Education of European member States*

The second Conference of Ministers of Education of European member States was held in Bucharest from 26 November to 3 December 1973; it was attended by 187 delegates, representing 28 member States, who discussed the problems of higher education in Europe, thus providing a sequel to the first Conference of Ministers of Education of European member States, held in Vienna in 1967, which had dealt with the problems of access to higher education. The aims of the Conference were defined as follows:

a. to identify the major problems facing higher education in Europe, in order to stimulate an exchange of views on the ways in which States are trying to solve them, from which a clearer idea of certain general trends and converging approaches ought to emerge;

b. having regard to the general trends and converging approaches observed, as well as to the experience gained in different countries, to devise ways and means of developing co-operation in higher education between European member States.

The delegations exchanged a wide range of detailed information and opinions on the situation and new developments in higher education. While the picture they drew of higher education in their respective countries was generally extremely encouraging, the delegates nevertheless gave a frank and objective account of the difficulties that arose — sometimes precisely because education was improving in quality and the student population was increasing — and of the problems still to be solved. An account was also given of various experiments and solutions that had been tried in order to overcome the difficulties encountered. Despite political and ideological differences, there proved to be a broad consensus of views on certain problems of higher education and the Conference was able to define a number of generally acceptable basic principles and courses of action, concerning the following points in particular:

i. The broader conception of higher education, which now needed to be viewed in the context of the educational system as a whole: the States taking part emphasised the need for integrated higher education systems, with different course options varying in length and character, and the chance to move from one to another.

ii. Making higher education more democratic: the existence of various options within integrated higher education systems must give all those who wish — particularly those who are usually under-privileged in this respect — and who are capable of deriving profit from it, a chance to find the type of course best suited to their needs and to those of society.

iii. Adapting higher education to the needs of society and the aspirations of the individuals within it: while agreeing that, in concrete situations, and in particular when it was sought to reconcile the right to education and the right to work, it might prove necessary to limit entry to higher education, the delegations were unanimous that measures taken in this respect must conform to certain principles; selection must never be irreversible and, moreover, higher education must remain available, throughout people's lives, for those capable of benefiting from it and using their personal development for the common good.

iv. The need to inject new ideas and practices into higher education, as regards not only organisation and structures, but subject matter, teaching and learning methods and the introduction of new fields of study and means of assessment: it was stressed that innovations could be made only if there were constant feedback between education and research.

v. The need to consider higher education from the broader standpoint of permanent education: in fact, the principles set out in paragraphs i-iv are all attempts to adopt this approach to the problems of higher education.

As well as reaching a consensus on the principles of European co-operation in the field of higher education, the Conference also agreed on a large number of measures to make co-operation more practical and effective.

i. A number of fields and courses of action were singled out by common agreement with a view to stepping up contacts and exchanges of every kind — staff mobility, exchanges of information and experience, bilateral and multilateral co-operation among Ministers, faculties and departments.

ii. It was unanimously agreed that an important condition for developing contacts and exchanges would be fulfilled if a regional convention were concluded on the international

CC011

comparability and recognition of higher education courses and degrees; the need to produce such an agreement as soon as possible was emphasised.

iii. The European Centre for Higher Education at Bucharest was recognised to be an institute capable of making a significant contribution to the improvement and reciprocal understanding of European higher education systems and the Centre's specific functions and duties were laid down.

iv. Lastly, it was stressed that European co-operation in the sphere of higher education was an essential ingredient of co-operation in every field of education, science and culture, and that it was definitely important to group UNESCO's various activities in a European regional programme; accordingly, the participants unanimously recommended that the States of Europe examine the possibilities of strengthening co-operation and, in particular, that they adopt a favourable attitude to the organisation "under UNESCO's auspices, of periodic conferences of representatives of European member States to discuss matters of European co-operation in all fields within the competence of the Organisation and to propose specific programmes for strengthening this co-operation".

3. Development of the European Centre for Higher Education (Bucharest)

The European Centre for Higher Education in Bucharest, officially opened in September 1972, began operations in 1973. In conformity with the recommendations of the meeting of experts held in Paris in September 1971, an Advisory Committee for the Centre was set up. The statutes of this Committee were approved by the Executive Board at its 93rd session. The first session of this Advisory Committee was held in Bucharest in January 1974. As an initial phase of its activities, the Centre began to assemble and systematize documentation on the problems of post-secondary education, and to build up its library in close co-operation with European libraries and documentation centres. Efforts have been made to promote co-operation between institutions at different levels and within different sectors in the field of higher education. An ad hoc group of experts on the Co-operation of European Universities met in June 1973. One of the main functions of the Centre is to undertake studies of certain important developments in post-secondary education systems. For example, a seminar on problems of external efficiency of post-secondary education was held in October 1973. The Centre should also take steps to increase exchange visits of students and of teachers, in Europe and to encourage international university co-operation.

4. Assembly of European Universities

With a view to applying Recommendation II/15 of the Bucharest Conference, the 5th General Assembly of the Standing Conference of Rectors and Vice-Chancellors of the European Universities was followed in September 1974, at the instigation of the Rector of the University of Bologna, by an Assembly of European Universities. As an outcome of this, a study group of seven members was set up, with instructions to draw up the statutes of a new Association of European Universities, which would, however, inherit the structures of the Standing Conference on whose statutes its own would be partly modelled. Among the members of the study group, whose chairman is the Rector of the University of Bologna, are the Chairman of the Standing Conference and academics from both eastern and western Europe; representatives of UNESCO and of the International Association of Universities are taking part in its work as observers.

5. Consultative round table on educational technology and higher education in Europe

With the support of UNESCO, the International Film and Television Council (IFTC) organised a meeting at Grenoble from 24 to 27 September 1974 to study the recommendations on developing co-operation between European universities in the field of educational technology adopted at the 2nd Conference of Ministers of Education of European Member States (Bucharest 1973). It was attended by more than 125 people, including teachers, administrators and educational technology specialists from universities in 20 European member States. As regards exchanging documents — which was the central subject for discussion — it was decided that, in the short term, the exchange of teaching materials between universities was scarcely practicable, but that it would be extremely valuable to exchange audiovisual information documents. Exchanges of information documents might be

CCC/2

pioneered in the fields of nuclear energy, European studies and international and European law. Before undertaking any such exchanges, it would be necessary to standardise cataloguing systems. It was thought to be more important to exchange experience than materials, and the participants expressed the hope that member States would encourage their respective universities to give educational technology specialists as much freedom of movement as possible. They also recommended that, in the field of educational technology, the nationals of countries with no resources of this kind should be given ready access to such resources in countries where they did exist. At the same time they stated their preference for specialised seminars organised by teaching subject.

The initial aims of international co-operation might, therefore, be:

i. to develop person-to-person contacts and exchanges among users and experts throughout Europe;

ii. to encourage direct co-operation agreements between universities and the twinning of universities in Europe;

iii. to support efforts to bring European educational technology specialists from higher education establishments together in a non-governmental context.

6. European Centre for Leisure and Education (Prague)

UNESCO continues to co-operate with the European Centre for Leisure and Education (Prague); during the year 1973—1974 they worked in particular on:

a. organising three meetings, devoted respectively to discussing adult education and the changing way of life, the relationship between leisure and education, and adult education and young workers' leisure pursuits, and attended by specialists from the socialist states of Europe in the first case and from eastern and western Europe in the other two cases;

b. publishing selective or annotated European bibliographies of publications on adult education and the way in which young workers use their leisure.

In 1975—1976, the Prague Centre plans to organise, with UNESCO, a meeting of European experts on the organisation and structures of adult education, and to prepare an annotated bibliography and abstracts of publications on adult education in socialist countries in Europe.

7. Equivalence of degrees and diplomas

As part of UNESCO's general programme in regard to the comparability and recognition of the international equivalence of higher education courses and degrees, which includes the preparation of international legal instruments, a preliminary draft regional agreement for the European and Arab countries bordering on the Mediterranean was drawn up in the light of the recommendations of the meeting of experts held at Rabat in September and October 1972 and of the comments and proposals received from the member States concerned as the result of a survey carried out on the subject. At its 18th session, in November 1974, the UNESCO General Conference decided to convene an international conference of states in 1976 for the purpose of adopting this agreement. In addition, a committee of experts will meet in 1975 to examine the possibility of drafting a European agreement.

This work for the establishment of standards is backed by studies and surveys. The following work was published: "Higher Studies — Tentative Comparison of Teaching and Degree Systems"; "Comparability of Degrees and Diplomas in International Law"; "Comparability of Engineering Courses and Degrees". Work was also started on a study of practical procedures for validating studies and degrees.

8. Collaboration between UNESCO and certain European host countries of migrant workers

Interest in the education of migrant workers and their children was aroused during the 17th session of the General Conference of UNESCO (1972) when the delegations of the Federal Republic of Germany, the Netherlands and Sweden submitted a Draft Resolution aiming at the provision of educational facilities for migrant workers and their children. Although UNESCO has already undertaken activities with a view to achieving without discrimination the right to education for all and in particular for certain disadvantaged groups, the General Conference was in favour of a specific programme of UNESCO for migrant workers. Two

00013

European host countries approached by UNESCO agreed that it might be of mutual benefit for their Ministries of Education to continue collaboration in a number of fields including the education of migrant workers' children such as exchange programmes with the sending countries, case studies, seminars, etc. Other European countries have indicated their interest in doing a survey on migrant workers' education.

In order to provide advice and guidance for the development of UNESCO's programme for the education of migrant workers and their children, there was a consultative meeting of a group of experts on the subject from 22—26 October 1973 in UNESCO House. Participants discussed not only questions concerning school attendance of children, their introduction to their native culture and instruction in their mother tongue, but dealt also with the education of workers (men and women) and their vocational training, problems concerning the adjustment of the migrant family to the new environment, the question of making public opinion in the host countries alive to these problems and the structures needed in countries of origin to make it easier for migrant workers and their children to take their place again in the educational process in those countries. The meeting produced a great many suggestions concerning UNESCO's future action on behalf of these underprivileged groups. These suggestions related both to studies and research and to operational activities. On the basis of the recommendations of the experts' meeting, the Secretariat designed a number of projects to be carried out in 1975—1976. These projects were approved by the General Conference in November 1974. Summaries of these projects have been referred for study to the appropriate authorities in certain European host countries.

II. ACTIVITIES OF WORLD-WIDE INTEREST

9. Setting standards

a. Recommendation on education for peace, international understanding and co-operation and respect for human rights and fundamental freedoms

At its 18th session in November 1974, the General Conference adopted a recommendation on education for international understanding and co-operation and peace, and respect for human rights and fundamental freedoms. It applies to all stages and forms of education which it states should be based on the principles set out in the United Nations Charter, the UNESCO Constitution and the Universal Declaration of Human Rights. The text is set out under headings covering, among other things, educational policy, planning and administration, aspects of education concerned with ethics, civics, culture and the study of the major problems of humanity, teacher training, teaching media and materials, research- experimentation and international co-operation in giving education an international dimension. A meeting of experts to be held in 1976 will discuss and prepare ways and means of giving effect to the recommendation's provisions.

b. Convention and Recommendation against discrimination in education

In 1960 the UNESCO General Conference adopted a Convention and a Recommendation against discrimination in education. By 1 October 1974, the Convention had been ratified by 62 States, of which 22 were in Europe. In 1974 a circular letter was sent to member States asking their opinion on the advisability of drawing up new international regulations on some carefully chosen points which were not yet covered by the provisions of the two instruments drawn up in 1960, such as out-of-school education, the eradication of illiteracy among adults, preschool education and the education of migrant workers and their children.

c. Preparing a Recommendation on adult education

As a result of the Third International Conference on Adult Education (Tokyo 1972) the procedure leading to the adoption of an international instrument on the development of adult education was set in motion. In early 1974 the Secretariat drew up a preliminary study on the technical and legal aspects of the question, which was submitted first to the Executive Board at its 94th session, then to the General Conference at its 18th session. The latter decided unanimously that international regulations on the development of adult education should definitely be drawn up, and that they should take the form of a recommendation to member States. A draft, to be drawn up by a committee of government experts, will be submitted to the General Conference at its 19th session in 1976.

d. Recommendation concerning the status of teachers

An international Recommendation concerning the status of teachers (primary and secondary) was

CO014

adopted in 1966. In 1970 member States were asked jointly by UNESCO and the International Labour Organisation (ILO) to submit reports on the application of the recommendation. After examining the reports, a joint ILO/UNESCO committee put forward suggestions to member States. Governments were asked for a second series of reports on the Recommendation's application in April 1974, and the replies to the questionnaire produced jointly by UNESCO and ILO will be discussed by the ILO/UNESCO Committee in spring 1976.

e. Revision of the Recommendation on technical and vocational education

At its 17th session the General Conference decided that the Recommendation on technical and vocational education needed revising. A preliminary report and a preliminary draft revised Recommendation were drawn up in close co-operation with ILO. In May 1974 a special committee of government experts met at UNESCO Headquarters to approve the draft revised Recommendation which the General Conference had adopted at its 18th session. The Council of Europe was represented on this special committee. The basic principles on which the revised Recommendation is founded are:

— the concept of permanent education;

— the role of technical and vocational education in the whole educational process;

— development needs;

— making education more democratic.

10. Permanent education

The report "Learning to Be", brought out in 1972 by the International Commission on the Development of Education, had a world-wide impact, provoking a variety of ideas and comments which helped the Secretariat to find ways of crystallising the concept of permanent education in more concrete terms; only through this practical approach can the diversification of traditional systems, so vital for any real reform of education, be achieved. Hence permanent education has constantly been the central concern, whether in the operational field, or in the sphere of preparatory thinking — about future programmes or training schemes — or in that of the promotion of teaching experiments based on the concept of permanent education. An *international seminar on the role of higher education in permanent education* was organised by UNESCO in Moscow from 18 to 22 June 1974. Here the connection between initial education and later education was emphasised; in fact, the idea of permanent education demands a new approach to initial education, and a new co-ordinated relationship between initial and subsequent education; the idea of a "right" to subsequent education was also raised, and the need to make specific arrangements for transfer from one to the other was emphasised.

The seminar considered that there was far too little international co-operation in the field of education where permanent education was concerned, and recommended that new regional and international educational structures should be introduced, or existing ones altered, in order to promote and develop the idea of permanent education within higher education.

The Polish Ministry of Education and university authorities organised a seminar on the school and life-long education in Warsaw, 8—10 June 1974, in co-operation with the UNESCO National Commission. The Secretariat is collaborating with the Institut des sciences sociales du travail (France) in carrying out a preliminary study concerning comparative research on certain aspects of the general education and professional training of workers in the framework of life-long education in a country with a centrally planned economy (Poland) and in a Latin-American country. Similar research is being undertaken by the Institute in France, the Federal Republic of Germany, Sweden and the United Kingdom.

11. International Conference on Education

The organisation of the 34th Session of the International Conference on Education was one of the major activities of the International Bureau of Education (IBE) in 1973. The brainwork for the Conference was done in close co-operation with several UNESCO, ILO, FAO and WHO programme units which had a direct interest in the special theme chosen, "The relationship between education, training and employment, with particular reference to secondary education, its aims, structure and content".

Working documents — one on the relationship between education, training and employment, and the other on the main trends in education — were drawn up by the IBE Secretariat. In addition, to provide the participants with a wider basis for

0015

their work, giving them opportunities for more thorough discussion of the Conference's theme, five more working papers were produced by staff of UNESCO Headquarters, the International Labour Office, the United Nations Food and Agriculture Organisation, the World Health Organisation and a group of non-governmental organisations. They dealt with the following aspects of the problem: education for rural life, education, the labour market and employment, education and training and the health industry and ongoing social education. They were supplemented by the summaries made by the Ecole de Psychologie et des Sciences de l'Education (School of Psychology and Educational Science) (University of Geneva) at the request of IBE, one on criteria and mechanisms of evaluation of secondary education and the other on young people's attitudes to school, the adult world and employment. In addition, the Office of Statistics had prepared a summary statistical review of education in the world in the 1960s.

Held at the Palais Wilson in Geneva from 19 to 27 September 1973, the Conference was attended by more people than ever before. The representatives of 93 governments took part, and 11 organisations of the United Nations family, five intergovernmental and 31 non-governmental organisations were also represented. Altogether there were 296 delegates (including 22 ministers and 12 vice-ministers of education) and 61 observers.

The proceedings comprised both plenary sessions and Commission meetings and a "young people's forum" was also organised in connection with the latter. This brought together young people from Geneva and from neighbouring French towns in the evenings, giving them a chance to express their ideas and exchange views with delegates on the theme of the Conference.

Preparatory work for the 35th Session of the Conference, which is to take place in 1975, began late in 1973. The special theme for this session — "The changing role of the teacher and the influence of this on preparation for the profession and in-service training" — was approved by the General Conference at its 17th session. The nature of the question has led the organisers to ask international teachers' organisations to assist them. Four of these — the World Confederation of Organisations of the Teaching Profession, the World Federation of Teachers' Unions, the International Federation of Free Teachers' Unions and the World Confederation of Teachers — were represented by their respective Secretaries-General at a co-ordination meeting held at the IBE in June 1974. The participants said that they were ready to co-operate with the IBE in preparing for the Conference and it was decided that the four organisations should work together to produce a working paper describing their approach to all or part of the question for discussion. The organisations will hold another meeting in Geneva in September 1974 and the co-operation of other non-governmental organisations is also being sought.

12. Educational structures

a. Reforming pre-primary and school education

Meeting of experts were held in order to study the problems posed by restructuring educational systems to adapt them to an unceasing process of permanent education.

An initial meeting, held at Champaign-Urbana (USA) from 4—9 March 1974, dealt with the psychological development of children and its implications for the educational process. After reviewing the present state of research and knowledge in regard to the psychological development of children in the first six years of life, the sixteen psychologists and educationalists from various regions who were taking part discussed some more specific aspects of this development (the formation of abstract ideas, the acquisition of linguistic skills, etc.) and pointed to some of the conclusions that could be drawn from the development of young children for the benefit of educational systems.

Another meeting, held at UNESCO Headquarters in Paris from 24 to 29 June 1974, dealt with the basic education course. The eighteen educationalists from various regions taking part sought to define the concept of a basic education course capable of fulfilling the increased demand for education in various countries and of meeting the needs of children who leave school to go to work as well as those who go on with their studies and young people and adults who have never been to school, in the context of permanent education. The meeting defined the objectives and content of a course common to all these groups.

The third and last meeting was held in Copenhagen from 9—14 December 1974; its aim was to discuss ways and means of establishing a closer relationship between secondary education and working life by means of structural reforms. In the light of their experience, the participants investigated the various available ways of giving children and adolescents experience of productive work during their secondary school years and of enabling young workers to continue their studies at secondary level or to take them up again.

0016

In the more specific field of pre-school education, the Secretariat, by making a study of the present state of pre-school education, due for publication in 1975, and by analysing the results of experts' investigations, is trying to gather all the data that might form a basis for working out new forms of pre-school education suited to the needs and resources of the countries concerned. A meeting of experts is to be organised in 1975—76.

In 1975—76, UNESCO will extend its activities in this field to cover education to prepare parents for their role in the pre-school period of a child's education.

b. Studies on innovation in higher education

In an endeavour to work out structures different from those of traditional schools, several countries have undertaken to study various models likely to meet the contemporary needs of educational systems. In the field of permanent education, a start has been made on studies of trends in the creation of new types of institution. Case-studies for Canada, a group of socialist countries in Europe, the United States, the United Kingdom and the Soviet Union have been completed; five of them have already appeared, and the study on the development of higher education in the Soviet Union is in the press.

13. Educational technology (methods, materials and techniques)

The programme comprised a series of promotional studies and activities, whose purpose was to improve educational systems by reforming methods and taking advantage of the many new technological aids to organisation and communication. Substantial efforts were made to give the users of such aids the benefit of UNESCO's experience of educational technology. This help consisted chiefly in preparing and distributing standardised lists of equipment, methodological guides and evaluation instruments. Various inventories of the instruments existing in member States for evaluating teaching materials and techniques (school books, educational television, closed circuit television, language laboratories, etc.) were compiled with the aid of universities. The first studies have been received and sent to specialised bodies for completion and comment.

The Secretariat also contributed to a survey of open education systems at post-secondary level carried out by the Ford Foundation. As part of the joint IBRD/UNESCO programme, an international working party on the cost of programmed instruction was formed to carry out a trans-frontier study of the cost of producing, distributing and using programmed instruction material, and an international survey was carried out in twelve member States.

Three studies on the uses of computers in education have been carried out in conjunction with a non-governmental organisation (the International Federation for Information Processing). The first is a study of the computer installation in Yugoslavia and the possibility of extending it for wider educational purposes. The second is based on the initial work started at Universidad Industrial de Santander in Columbia. The third is an elaboration of a computer-based model based on the setting provided by the Indian Institute of Technology at Kampur, India. These studies will be reproduced in English and French and distributed to interested institutions in the member States, and will be submitted to the 2nd World Conference on Computers in Education (IFIP), 1—5 September 1975.

Following the inventories on the application of group techniques in schools and in out-of-school education, a general study was produced to inform member States of the possible uses of these techniques. Two studies were also made, in countries with advanced experience in the subject, of the use of closed-circuit television to train teachers and instructors, both in schools and in non-educational establishments (industry, large administrative departments). A study was made of recent developments in communication techniques with the aid of the International Film and Television Council (IFTC), and eight case-studies on the application of new distribution techniques to post-secondary education were made in Canada, Spain, France, Hungary, Kenya, Malaysia, the United Kingdom and the USSR.

Four consultants from different parts of the world have been instructed to work together to draw up a manual on systems analysis ("The systematic approach applied to the organisation of teaching and learning"), which is to appear in 1975.

Working with the International Film and Television Council (IFTC), the Secretariat produced descriptive inventories of some institutes making use of the opportunities to reduce school wastage afforded by television. Another study has been undertaken, in conjunction with the International Council for Educational Media (ICEM), to identify

00017

and evaluate interesting experiments in the use of television to improve refresher courses for teachers. The International Co-ordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities helped to organise a survey to determine the main uses of the information media in developing a scientific mind in young people.

Two hundred technical and economic studies on teaching methods and materials carried out in member States have been collated and abstracts have been made of the most interesting with a view to publishing a catalogue. In preparation for the meeting of a working party on the exchange of information on technical and economic aspects of educational technology (January 1975), the Secretariat has drawn up a working document on cost-effectiveness studies applied to the use of new educational media. In collaboration with UNICEF, the revision of an equipment guide for primary schools has been completed.

Expansion of the Headquarters Demonstration Centre for new methods and techniques has now made it possible for some modern techniques to be demonstrated to Headquarters staff and experts. The Centre has built up collections of audio-visual documents on the use of educational technology and published a dossier and technical information notes on the use of closed circuit television, the standardisation of video-tape recorders, the use of recording techniques in teacher training and the combined use of radio and programmed instruction. A one-day information session on recording techniques was organised on the occasion of the meeting of national directors and chief technical advisers of educational personnel training projects held in Paris in September 1973. A new up-dated edition of the series of comparative studies on the administration of audio-visual services has been undertaken in co-operation with ICEM.

To encourage the development of multi-media self-instruction centres and contribute to the subsequent preparation of a technical guide to fitting them up, a seminar organised jointly with the International Bureau of Education was held in Geneva in June 1974 on the theme "Turning secondary school libraries into multi-media centres".

As part of the programme of joint activities with specialised non-governmental organisations, two studies on different types of remote teaching systems are being produced in conjunction with the International Council on Correspondence Education. The International Council for Educational Media completed two studies on radiovision and techniques for reproducing printed matter, as well as a case-study on the use of radio and television in training teachers. The series of comparative studies on the administration of audio-visual services was brought up to date and supplemented by a study dealing with 15 African countries.

A study was prepared which defines a common methodological approach to the preparation of guides to help teachers in selecting, using and assessing teaching methods and materials.

A ten-day in-service training seminar which brought together 50 national and international specialists in educational technology was held in Paris in December 1973. Participants in the seminar, which was organised in collaboration with a French and British university, examined a report proposing the introduction of permanent machinery for in-service training in the form of a multi-media remote teaching system.

14. School curricula (activities concerning the preparation of curricula)

a. Development of institutions for curricular reform

Together with the UNESCO Institute of Education (Hamburg), the International Bureau of Education and the International Institute for Educational Planning, the UNESCO Secretariat worked to define criteria and methodological principles with a view to the preparation of school curricula and their assessment from the point of view of permanent education. Thus, with the help of the Secretariat, the UNESCO Institute of Education organised a meeting from 18 to 24 February 1974 on determining the definition of criteria and procedures for assessing school curricula from the point of view of permanent education. The Secretariat also co-operated with the UNESCO Institute of Education in organising a meeting of national directors and experts from centres responsible for drawing up school curricula; the meeting was held in Hamburg from 9—14 December 1974, with financial assistance from the Deutsche Stiftung für Entwicklung. Working relationships were established with organisations and groups of specialists in the field, and study courses on preparation and assessment were organised as part of the activities of UNESCO Regional Offices for Education all over the world.

b. Improvement of language teaching

A round table of specialists in linguistic sciences and educators as part of the ALSED programme

000 18

(anthropology and language science in educational development) was organised at UNESCO Headquarters from 8—10 May 1974 with assistance from the Ford Foundation. The thirty delegates and eleven observers, who were mostly members of research institutes in different parts of the world, endeavoured to use the conclusions of two meetings of experts held in previous years to lay the foundations for co-operation in this field. The aim is to harmonise the work of anthropologists and linguistic science specialists so that the results can be applied to the improvement of the teaching of languages both as subjects in the curriculum and as factors in the improvement of educational systems. As recommended at the meeting, a liaison bulletin is being published from 1974 onwards.

Preparatory work has begun for a meeting of experts on the diversification of language teaching methods and techniques, with reference to its objectives, levels and the age-groups and socio-economic groups to which it is directed.

c. Integration of physical education and arts education into curricula

The 1974 programme included two meetings on how to fit the arts and physical education into curricula as integral parts of a system of general education aiming to form the whole personality. A meeting held from 2—6 December 1974 with some twenty participants discussed the various conceptions prevailing in the world of education in the arts and the functions assigned to it in the light of the participants' experience and defined the conditions in which this sort of education could make a contribution to the shaping of the individual's personality thanks to a multi-disciplinary approach. A meeting of experts on physical education was organised at Liège (Belgium) from 16—21 December 1974 in co-operation with the International Council of Sport and Physical Education. It was attended by the specialists who are to advise the Secretariat in preparation for a conference of Ministers and senior officials responsible for physical education and sport on the role of physical education and sport in the education of young people to be held early in 1976.

d. Special education

A study on the present situation and trends in research in the field of special education in Sweden and other Scandinavian countries, the USSR and the USA begun in 1971 has been published in English and French. Case-studies of special education in Sweden have been completed. An international meeting of experts on the education of the deaf was held at UNESCO Headquarters from 30 September to 6 October 1974, attended by thirteen specialists and six observers. On 7 and 8 October 1974 talks were held at UNESCO Headquarters to explore the possibility of extending UNESCO's activities in the sphere of special education to problems of social maladjustment.

15. Hamburg Institute

Study of educational innovation

The activities of the *UNESCO Institute of Education (UIE)* in Hamburg in 1973 marked a transition towards medium-term programming centering around the drawing up of school curricula with an eye to the needs of permanent education and the dissemination of existing information and experimental data in this field. The project on a socio-affective curriculum and new approaches to education for international understanding, the survey of curriculum development in the Federal Republic of Germany, the project on motivational aspects of life-long education, and the project on life-long education and curriculum for international understanding were brought to a conclusion. The clearing-house services in the area of life-long education and school curriculum, in addition to identifying, acquiring and analysing the available material in this field, also produced a bibliographical list containing over 300 titles and 20 selected abstracts. The publications unit prepared the quarterly journal "International Review of Education", which included a special number on education for women, two monographs in the series on life-long education, and the following publications: "Educational Research in Five Socialist Countries: A Survey 1972"; "Relevant Methods in Comparative Education"; "Youth and the Changing Role of the Secondary School".

16. Science education

Innovative solutions have been sought for, and research undertaken on selected problems affecting all fields of science and technology education. In particular, the internship programme in science education innovation, the purpose of which is to

00019

provide special advanced training in this field to key personnel from developing countries, was initiated through arrangements with the University of California (Berkeley, United States of America).

The programme in integrated science education was extended in scope and geographical coverage. Professional and financial assistance was provided for a conference on "The Education of Teachers for Integrated Science" organised by the Committee on the Teaching of Science of the International Council of Scientific Unions (ICSU). The conference, held from 3 to 13 April 1973 at the University of Maryland (United States of America), was attended by about 200 participants from 63 countries. It analysed the components of the preparation of teachers for integrated science, and made suggestions for achieving and improving this preparation. The proceedings of the conference were published in 1974 as "New Trends in Integrated Science Teaching, Vol. III: Education of Teachers" and translations in French and Spanish are being prepared. Working groups in member States in African, Asian and the Arab States were assisted with the preparation of teaching materials for integrated science. Workshops were held for the Caribbean regions (Barbados, 1973) and for French speaking Africa (Dakar, 1974). Contracts were drawn up for the preparation of the "UNESCO Handbook for Science Teachers", to be published in 1977.

To encourage the interest of young people in science and technology, activities for the improvement of out-of-school science and technology education continued. Under a contract with UNESCO, the International Co-ordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities (ICC) published the journal "Out-of-School Scientific and Technical Education".

Improvement in the teaching of the basic sciences (mathematics, physics, chemistry and biology) was continued through co-operation with the teaching commissions of the relevant international scientific unions and with other international and regional organisations, as well as with national study groups and teachers' associations. The following activities were carried out.

Collaboration with international and regional physics groups was continued: (i) with the International Commission on Physics Education of the International Union of Pure and Applied Physics (IUPAP) on the preparatory work for the International Congress on the Improvement of Physics Education, which is expected to be held in 1975; (ii) with the Groupe international de recherche sur l'enseignement de la physique (GIREP); (iii) with the Centro Latino Americano de Fisica (CLAF); (iv) with the Regional Centre for Education in Science and Mathematics (RECSAN) in Penang (Malaysia). The International Congress on the Improvement of Chemistry Education was organised in Wroclaw (Poland), 17-22 September 1973, in collaboration with the International Union of Pure and Applied Chemistry, the Polish Academy of Sciences and the Polish National Commission for UNESCO. The principal papers of the Congress will be published as Volume IV in the UNESCO series "New Trends in Chemistry Teaching". Assistance was provided to the Committee on the Teaching of Chemistry of the International Union of Pure and Applied Chemistry. In particular, it was agreed that the Committee should publish, under a contract with UNESCO, an international news-letter dealing with the improvement of chemistry education. A regional (Latin-American) workshop-seminar on new approaches to the teaching of chemistry was held in Montevideo in November 1974.

A contract was signed with the International Union of Biological Sciences for the organisation of the International Congress on the Improvement of Biology Education to be held in Stockholm from 8-12 September 1975. Two meetings of the International Planning Committee for the Congress were held at UNESCO Headquarters in February and November.

A meeting (Category VII) took place in Lyon (France) on the theme "Goals and means regarding applied mathematics in school teaching". The recommendations of this meeting were used in a regional (Latin-American) workshop-seminar on the role of applied mathematics in secondary education which was held in Montevideo. UNESCO continued its co-operation with the International Commission on Mathematical Instruction (ICMI) in a meeting on "Interaction between Linguistics and Mathematical Education", co-sponsored by ICMI and the UK Centre for Educational Development Overseas (CEDO) which took place in Nairobi in September, and in an advisory consultation at Headquarters in November, with ICMI members on the mathematics programme of UNESCO and on the possibilities of further co-operation between ICMI and UNESCO. Contracts were established for studies (in four countries) in which the stated objectives for mathematics teaching will be compared with the textbooks and the pedagogical methods actually employed in the schools, and in which special attention will be given to the different emphasis placed on the "pure" and the "applied" aspects.

00020

Contracts were concluded with appropriate educational and nutritional institutions to improve the quality of nutrition education programmes, notably in the areas of curriculum design, teaching methodology and resource material production; special attention was given to the relevance of the subject matter content to student needs and local conditions; collection of research data on the impact of mal- and under-nutrition on the learning situation was initiated. The final draft of the Survey on the Position of Home and Family Education in Formal Education, after being circulated to member States for comments, was concluded and the manuscript on curriculum design in nutrition education was finalised. Collaboration with the International Union of Nutritional Sciences (IUNS), the International Federation of Home Economics (IFHE) and the International Organisation of Consumer Unions was continued; relations with the United Nations Protein Advisory Group were maintained.

The Science and Technology Education Information Centre (STEIC) at UNESCO Headquarters continued to support the international network for the exchange of ideas and information on science education innovations by collecting, storing and disseminating documents, serving as a briefing centre for field experts, promoting the publication of regional newsletters and assisting staff members at Headquarters and at regional education offices and field science offices. The "New UNESCO Source Book for Science Teaching" was published in English and French. It brings the "UNESCO Source Book for Science Teaching" up-to-date and reflects modern approaches to science teaching at the elementary and lower secondary levels. The publication entitled "New Trends in the Utilisation of Educational Technology in Science Education" was prepared on the basis of the results of a meeting of experts held under the joint auspices of UNESCO and the ICSU Committee on Science Teaching.

17. United Nations University

At its 17th Session (1972), the General Conference authorised the Director-General "to take, in close co-operation with the Secretary-General of the United Nations, the necessary measures for participating in the establishment of the university" if the General Assembly of the United Nations were to decide to found it. On 11 December 1972 the General Assembly adopted Resolution 2951 (XXVII) in which it decided, among other things, to establish an international university under the auspices of the United Nations to be known as the United Nations University. Certain principles and objectives were laid down in the resolution, in which the Secretary-General of the United Nations was asked to establish, in close co-operation with the Director-General of UNESCO, a founding committee to work out a more detailed definition of the University's objectives and principles and draw up its charter. A Founding Committee of twenty experts was set up, and has met twice.

At its XXVIIIth Session, the General Assembly of the United Nations adopted the Charter of the United Nations University and decided that the University Centre should be located in the greater Tokyo area. Under the terms of the Charter, the University must have a university council, a rector responsible to the council, a university centre to help the rector and lastly, research and teaching centres and courses. To meet the needs of high-level teaching and research, the council may confer on certain establishments or centres anywhere in the world, or on certain of their units, the status of bodies affiliated to the University, basing their decision on criteria of academic excellence.

The Secretary-General of the United Nations Organisation and the Director-General of UNESCO together appointed twenty-four members to sit in person on the university council. In addition to these, the Secretary-General of the United Nations, the Director-General of UNESCO and the Executive Director of UNITAR are ex officio members of the council, as the rector will also be, once he has been appointed. The university council has held four sessions, taking several decisions on its rules of procedure. It was agreed that the University must be financially independent if it is to maintain its freedom and general autonomy and the council decided to launch an appeal for additional contributions to the University's endowment fund. The appeal was made to member States and other potential sources of contributions through the Secretary-General of the United Nations and the Director-General of UNESCO. The council discussed at length what areas of the programme should be given priority and what criteria should govern the foundation of research and teaching centres and the designation of associated institutions.

Whereas, in the past, many States were long unenthusiastic about the creation of a United Nations University, the present situation appears to be generally encouraging. A number of governments, institutions and organisations as well as university bodies and personalities have shown their interest in the university and the institutions

00021

of eight countries (1) have proposed courses of study. Enquiries about developing working relationships with the United Nations University, or becoming an associate member of it, have been received from various high-level centres and institutes, including universities from twenty-nine countries (2). In referring to the interest shown by a number of countries in the scheme, let us not forget the generous offer of the Japanese government to pay 100 million dollars into the university's endowment fund over five years, and to cover all the capital expenditure incidental to setting up the University Centre in Tokyo; in addition, Japan would like one of the University's teaching and research units to be situated in another part of the country, and is prepared to contemplate sharing the cost of establishing similar units in developing countries.

It will be noted, that, whereas the international university was initially intended for use mainly by young students, it is now conceived essentially as a system of teaching and research institutes for high-level academics. The area of study to be covered has also been narrowed to take in only subjects of world interest necessitating the collaboration of researchers from different disciplines and different parts of the world. The new outlook is essentially to be a practical and multi-disciplinary one, facilitating the creation of an international community of advanced-level researchers and students. The main aim, according to this new conception, is to give encouragement and support to existing universities and research institutes that are seeking to improve their courses, broaden them and bring them up-to-date. The chief role of the university would be to disseminate knowledge, promote exchanges between members of the academic world and stimulate creative ideas. Consequently, it is likely that for the most part research workers will spend periods at the University in turn, rather than settling down to work there permanently. In its Resolution 2951 (XXVII), the General Assembly of the United Nations decided that the University should devote itself to "action-oriented research into the pressing global problems of human survival, development and welfare". The United Nations University will therefore have to direct its teaching and research towards enlightening the powers that be and encouraging them to adopt legal, administrative, economic, political or other measures to further mankind's interests and aspirations.

The United Nations University as it is at present is very different from a traditional university: this led the Founding Committee to explain that "contrary to the traditional notion of a post-secondary establishment as a body providing educational and vocational teaching and training for people belonging to a certain age-group and conferring degrees and diplomas testifying to the skills acquired, the United Nations University will be a world system of high level university teaching and research institutions where the problems of mankind's survival, development and welfare which fall within the province of the United Nations Organisation and its specialised agencies will be the subject of multi-disciplinary studies."

The statute of the United Nations University will be very different from those of intergovernmental organisations or institutes founded under the aegis of the United Nations Organisation, since the University will be an independent body within the United Nations Organisation, as well as having the academic freedom necessary to achieve its objectives. Because of its aims and structure, the University will be particularly well placed to complement the activities of UNESCO which should, in return, by virtue of its legal relationship to the University, foster the latter's development.

18. Education for international understanding and peace

At the end of 1974, 968 educational establishments (234 primary schools, 598 secondary schools, 136 teacher-training institutions) in 61 member States were participating in the Associated Schools Project in Education for International Co-operation and Peace. The twentieth anniversary of the Project was marked by an international meeting of experts on Associated Schools organised by UNESCO in collaboration with the Canadian Commission for UNESCO (Lévis, Quebec, 29 September-7 October). The meeting was attended by 57 participants from six member States. Strong support was forthcoming for further developing and expanding the programme, and a number of new ideas were put forward concerning the orientation, substance and methods of Associated Schools Projects. In particular, participants welcomed the

(1) Federal Republic of Germany, Canada, USA, France, Greece, Italy, United Kingdom and Switzerland.

(2) Austria, Belgium, Central African Republic, Chile, Cyprus, Costa Rica, Ivory Coast, Dahomey, Denmark, Egypt, Spain, USA, France, India, Iceland, Israel, Italy, Jordan, Kenya, Kuwait, Liberia, Malta, Netherlands, Peru, Rumania, Sudan, Tunisia, Turkey and Zaire.

00022

idea of placing a much stronger emphasis on contemporary world issues such as economic and social development, man and his environment and the realisation of human rights. They also endorsed the principle of integrating into the programme action-oriented research projects using innovative approaches, methods and materials and involving interaction between the school and the community.

In 1974, a number of regional and national meetings and in-service teacher training seminars were organised, sometimes with assistance from UNESCO under the Participation Programme, to exchange ideas and experiences, to discuss innovative approaches and new methods, to evaluate the project and to plan the extension of the programme. In particular, the United Kingdom National Commission for UNESCO organised, in collaboration with the Council for Education in World Citizenship and under the Participation Programme, a regional seminar in Bangor, United Kingdom, from 16 to 22 July 1974. The purpose of the meeting, which was attended by 47 participants from 21 member States in Europe, was to discuss and develop new methods, approaches and content of education for international understanding, giving due attention to the implications for school curricula of major contemporary world issues. The participants stressed the importance of promoting international understanding especially at the primary school level and suggested that optional courses in international understanding be included in teacher training programmes. The Second European Conference on the Associated Schools Project and UNESCO Clubs took place in Torun and Bialowieza, Poland, from 15 to 20 August 1974. Organised by the Polish National Commission with assistance from UNESCO, the conference was attended by 86 participants and 97 observers. The main purpose was to plan action-oriented programmes in the field of education for international understanding. The participants stressed that a new impetus should be given to Associated Schools and UNESCO Clubs to improve further their effectiveness, that greater attention be paid to the basic problems of humanity, and that youth be directly involved in the activities of UNESCO in the field of education for international understanding.

Other meetings were: a sub-regional seminar on the Associated Schools Project was organised by the Argentinian National Commission for UNESCO; an in-service teacher training seminar was organised by the City of Leicester College of Education in the United Kingdom; a seminar involving directors and teachers from the five teacher training institutions in the Dominican Republic. An international meeting of experts was held in Paris from 28 May to 1 June 1974 to evaluate a study made of how schools deal with development issues in six European countries (France, the Federal Republic of Germany, Hungary, Sweden, Switzerland and the United Kingdom). The study was carried out by the International Research and Training Institute for Education and Development (IRFED) as part of an inter-agency effort involving UNESCO, FAO and the Centre for Economic and Social Information of the United Nations (CESI). Its purpose was to determine the present role of the school at the post-primary level in making children aware of the problems of development and in helping them to form new attitudes. The meeting, which was attended by 31 participants, examined the draft of an overall report synthesising national reports and made recommendations for follow-up action at national and international levels. The study was published in 1974 and the synthesis along with the recommendations will be ready for distribution in 1975.

An experimental project for the development of new approaches to education for international co-operation, initiated by UNESCO with a workshop in 1972 and carried out in collaboration with the UNESCO Institute for Education in Hamburg, was further developed. Experimental work was based on the principle that international understanding must begin with self-knowledge and the solution of inter-personal and inter-group conflicts. New curriculum units designed to bring out the causes and characteristics of behaviour and deal with the socio-affective aspects of learning situations were tried out in a group of associated schools. A second workshop was held in July 1973 to evaluate the results of work to date. The conclusions of this evaluation session, to be entitled "An experience-centred curriculum — exercises in perception, communication and action", will be published in 1975. The Secretariat continued to provide documentation, information and clearing house services for educational institutions and National Commissions of member States engaged in the Associated Schools Project. Two issues of the circular, International Understanding at School, prepared by the Secretariat in English, French and Spanish, were distributed. Activities related to the Associated Schools Project continued to expand in member States. A number of meetings and in-service teacher seminars were organised, sometimes with the assistance from UNESCO under the Participation Programme, to evaluate the project, exchange ideas and discuss experience among

00023

teachers and students, inform directors of new programmes and methods and plan the launching of new activities.

Steps were taken for the development of UNESCO's programme concerning civic education. In 1974, an informal consultation was held in Paris to discuss the aims, scope and nature of the programme and to plan an international comparative study of civic education in representative member States. Subsequently, a contract was made with the International Social Science Council (ISSC) for the first phase of a comparative and research-oriented study of civic education at primary and secondary schools in five member States.

Regional meetings were held with the International Geographical Union's Commission on Geography in Education to devise curricula for use in modern geography teaching and social studies in order to promote international understanding and an awareness of the problems of population and the human environment.

Action for the improvement of textbooks from the point of view of education for international understanding was further pursued. For the purpose of evaluating a three-year project for the multilateral examination of textbooks, a meeting of experts was held at the International Textbook Institute in Brunswick, Federal Republic of Germany, from 25 November to 2 December 1974. It was attended by eleven participants, including one specialist each from seven member States (France, Federal Republic of Germany, India, Japan, Kenya, United Kingdom and Venezuela) who reviewed a total of 70 history, geography and social studies textbooks, and several representatives of educational publishing houses and documentation centres. The final report, evaluating administrative procedures followed in the project, outlining critical analyses of translations and reviews of textbooks with regard to their accuracy, validity and objectivity, and presenting recommendations for future action at national and international levels, will be reproduced by the Institute under a contract with UNESCO.

19. Promotion of population education

Activities in this field are part of UNESCO's inter-sectoral programme on population, whose purpose is to improve knowledge and awareness of the causes and consequences of population change, of their interrelationships with other aspects of social, cultural and economic change and development, and, ultimately of their implications for human rights and the quality of life. Like the programme as a whole, they are financed mainly from outside the budget, with funds provided for the most part by the United Nations Fund for Population Activities (UNFPA). There are three types of activity: national, regional and world-wide. In the first case support is provided for national projects, at the request of the governments concerned, in order to assist the planning and practical application of schemes for population education. UNESCO has, for example, been called on to support the following countries, and in particular their education departments in various ways: Indonesia, Malaysia, Pakistan, the Philippines, Sri Lanka, Thailand, Colombia, El Salvador, Panama, Trinidad and Tobago, Tunisia and Madagascar. At regional level, action is taken by teams formed, or in process of being formed, at Regional Offices for Education, whose principal function, apart from certain research and teaching activities common to the region, is to support national schemes.

At the global level, an International Study of the Conceptualisation and Methodology of Population Education (ISCOMPE) was initiated. Among the issues to be dealt with during the course of this two-year study are the relationships between formal and non-formal population education; between population education and other related educational specialisations, including sex education, family life education, environmental education, etc.; and between the various world regions as well as between countries within these regions. The study should also help clarify the nature of the differences in conceptualisation and methodology of population education, establish a typology of the problems which the development of population education encounters, and define the nature of its contribution to educational and curriculum renovation. The project calls for an appropriate liaison with other organisations in the UN system (WHO, ILO, FAO) and with other interested multilateral and bilateral agencies which are also engaged in population education activities. It will be carried out bearing in mind the discussions and recommendations of the World Population Conference (Bucharest, 1974).

20. The development of environmental education

All recent authoritative studies on present-day environmental problems conclude that there is no hope of finding a lasting solution unless the content of general education at all levels is suitably

00024

modified, so that, from childhood, everyone in the world, particularly in industrialised countries and urban areas, grasps the fundamental interrelations between man and his environment. This idea of the need for general environmental education clearly emerged from the Stockholm Conference which called on UNESCO to take specific international action in this field (Recommendation 96). In 1973 the Secretariat therefore began to develop an integrated programme in environmental education and training and, in accordance with the recommendations of Stockholm, to promote an inter-agency co-operation programme. The Secretariat has taken environmental education in a broad sense, without identifying itself with any one of current approaches, some of which stress education for the environment, other education about the environment, and others again education through the environment, etc. While recognising that many establishments have introduced courses on "the environment", the Secretariat does not regard this as a subject in the same sense as physics or languages. Furthermore, although environmental education programmes are frequently closely linked with science lessons (particularly biology and ecology), their content as learning experiences is much wider. The Secretariat has explored the advisability of making environmental education a form of "problem-solving" whereby the child or student is given the chance to make decisions on environmental questions (if possible involving his own environment) and is helped to see that sound decisions depend on many things (such as valid scientific principles, existing techniques, individual and social value systems, financial resources, local pressures, etc.). In attempting to develop a more integrated programme, it has also been recognised that concern for stimulating public awareness of the environment must extend not only throughout all levels of the school system but also, indeed especially, to all forms of out-of-school education.

UNESCO convened an inter-agency consultation on 3-4 October 1974. The consultation provided the opportunity for organisations of the United Nations system and other international agencies and organisations to review their current environmental education activities and future plans and to work co-operatively in helping to plan an international programme. Subsequently, a proposal was submitted to the United Nations Environment Programme (UNEP) outlining a three-year programme in environmental education and requesting funds to implement the first year (Phase I) immediately.

On 7-9 October 1974, UNESCO convened an international committee to help plan a Workshop on Environmental Education and Training, to be held in 1975 in Belgrade. This meeting built upon the recommendations of the inter-agency consultation, which considered the Belgrade Workshop as an integral part of a comprehensive international environmental education programme. An inventory of organisations (international and national) active in promoting environmental education, and a listing of individuals active in environmental education from member States were prepared, and a contract was made with a consultant to prepare an annotated bibliography of the world literature on environmental education. A contract was made with an editor to work in close association with UNESCO in selecting authors to prepare trend papers in environmental education to serve as working papers at the Belgrade Workshop. The editor will help to transform these papers into a final manuscript entitled "New Trends in Environmental Education", to be published in 1976.

21. Education to combat the misuse of drugs

The Secretariat has continued to gather information and written and audio-visual documentation on education programmes used to prevent the misuse of drugs in member States. Contracts have been concluded with the National Commissions of four countries (Canada, New Zealand, Sweden and Switzerland) for the preparation of brief studies on methods and materials used in these countries, which are to include, as far as possible, an assessment of the measures taken to educate against the misuse of drugs; information already received has been used as a basis for a brochure, which will be published in 1975 under the title "La drogue démystifiée" (The drug myth exploded), for teachers and parents on the use of drugs.

With the help of the United Nations Fund for Drug Abuse Control (UNFDAC), a seminar on young people and the use of drugs in industrialised countries was organised at the Centre International d'Etudes Pédagogiques (International Centre for Educational Studies) at Sèvres from 10 to 15 September 1973. The meeting was attended by 29 participants from 12 countries, as well as observers from the United Nations, the World Health Organisation and several non-governmental youth organisations. The participants studied the present attitudes of young people to drug-taking and a thorough discussion was held on the various experiments being conducted to meet the problems facing young people, drugs representing merely one aspect which, though important, cannot be

00025

dealt with in isolation. Suggestions were made regarding possible action by UNESCO to assist in developing such experiments and enable ideas to be exchanged about them between those responsible. The discussion highlighted certain causes of the present state of affairs, certain shortcomings with regard to reception, treatment and post-cure centres, and certain administrative and legal difficulties. The report on the meeting was published in 1974.

22. Adult education

Action was undertaken to encourage the establishment or development of national adult education committees linking the institutions and organisations specialising in this field; these committees would be represented within the National Commission of UNESCO. A total of 77 member States replied to the letters sent to them on this subject. Replies show that national committees exist in 38 member States, while 13 member States are in the process of founding such committees.

As regards promoting research and improving the international communications network between key institutions in adult education, a meeting of representatives of documentation centres specialising in adult education was convened in Geneva from 29 May to 1 June 1973 in co-operation with the International Bureau of Education (IBE). 34 experts attended, designing the structure of an information exchange system and dealing with the machinery for information exchange, definitions and classification in adult education and the selection and processing of materials. The participants recommended the development of Thesaurus descriptors on adult education and non-formal education for inclusion in the IBE Thesaurus on education, as well as the establishment of a co-operative international abstracting service for adult education. The materials received from member States for the co-operative international abstracting service have been processed at the IBE and the first batch of abstracts will be issued during the first quarter of 1975.

To facilitate comparative research, reports of national working parties established in connection with the Third International Conference on Adult Education, Tokyo 1972, as well as replies to the questionnaire sent out as part of the preparations for the Conference have been published on microfiches together with a computer-coded index.

"Adult Education Information Notes", the first issue of which came out in February 1973, has appeared quarterly. Published in English, French and Spanish, this periodical, which contains news on various aspects of adult education throughout the world, is intended for circulation among people directly or indirectly concerned with or interested in adult education, and has been favourably received by the profession as a whole.

Two meetings were held, one in October 1973, the other in December 1974, to strengthen co-operation with international trade union organisations. Representatives of the International Co-operative Alliance attended the second meeting. Both meetings investigated possible ways in which the organisations concerned might take part in a number of UNESCO activities; questions preliminary to organising a colloquy on education for workers were discussed and various preparatory arrangements for the meeting were made.

In 1974 106 people from 32 countries studied in 34 foreign countries under the programme of study tours for workers' education leaders. Ten travel grants allocated under the 1973-1974 programme will be taken up in 1975.

23. Role and training of educational staff

An international survey on the precise nature of teachers' professional freedom (in primary and secondary schools) was made with the participation of teachers' organisations and national authorities in sixteen countries. The following European countries are taking part in the survey: France, United Kingdom, Sweden, Hungary and Yugoslavia.

In view of the growing importance of the problem of training inspectors, administrators and head teachers in the context of changing educational systems, a meeting was held on this subject at the UNESCO Secretariat in September 1974. The meeting was able to use a report drawn up for UNESCO by a consultant, Mr. E. Nikles, President of the Department of Educational Administration of the University of Alberta (Canada). Additional information was provided by a study prepared by the International Institute for Educational Planning on the subject of primary school inspection, and by the analysis of some operational projects assisted by UNESCO. At the end of the meeting, which was also attended by members of the Regional Offices for Education and some specialists invited for their

00026

personal contributions, a variety of conclusions and suggestions were formulated. These will provide a basis for proposals on specific action to assist member States in developing their policies and programmes in the field of training school inspectors and administrators in and after 1975-1976. In the series of regional studies on the changing role of teachers, a study has also been produced on the activities of primary school teachers in out-of-school education in Europe — this deals with the relationships between school and community and the training of teachers for their educational role outside the school.

With a view to drawing up an international directory of institutions applying new techniques to the training of educational staff, a questionnaire has been worked out with the collaboration of the International Council of Education for Teaching (ICES) and distributed in three languages (French, English and Spanish) throughout the world by the ICES and by the Swiss National Committee where Europe is concerned. A start has been made on analysing the data provided by the questionnaire. The directory, which will be published in several volumes in late 1974 and early 1975, is designed to provide accurate and detailed information on all present innovations in education and the institutions responsible for them. Throughout 1974, study and research work was largely dominated by preparatory work for the International Conference on Education to be held in Geneva in 1975 on the theme of the changing role of teachers. A group was formed to assist in preparing working papers for the conference.

24. Exchange of information

During the period under review, the IBE continued to concentrate on documentation and will continue to do so until late 1976, by which time it should be able to function as a modern information centre using computer processing techniques. Between January 1973 and June 1974 the IBE Documentation Centre acquired and processed some 6000 books and documents, in addition to some 20 000 research reports from the Educational Resources Information Centre (ERIC) microfiches collection in the USA.

The main objective of the IBE, however, is not so much to extend its central collections and services in Geneva as to form existing centres into a network for the direct exchange of documents and information and to promote the smooth running of such a network. The advisory Committee on Educational Documentation and Abstracting Services also played a part in the development of the above network. From 4-7 June 1974 it held a meeting in Geneva which was attended by specialists from the Council of Europe's Documentation Centre for Education in Europe, the National Institute for Educational Research and Documentation in Paris, the Academy of Educational Science of the USSR, the National Institute for Education of the USA and the Educational Documentation Centre of the Arab Republic of Egypt, as well as staff from UNESCO's Regional Offices for Education, its institutes and secretariats. This meeting was mainly concerned with studying problems of standardisation and compatibility in data processing.

During the period under review, comparative studies dealt mainly with the International Conference on Education and with recent educational developments. The continuing study on how change takes place in education was the subject of a meeting held at the IBE in March 1973, and attended by around twenty specialists from a wide range of countries, including France.

Following the completion of a study on the need for information on innovations in education, it was proposed in 1973 that a service for distributing information of this type be created under the auspices of the IBE. In March 1974, the Director-General announced that he was ready to follow up the proposals and opened a special account for the purpose at UNESCO. The World Federation of Teachers' Unions, the Canadian Agency for International Development, the Overseas Development Administration (UK), the Swedish Organisation for International Development, AID (USA) and the Ford Foundation have all contributed to the account and a promise of aid has been received from the International Development Research Centre in Canada. The funds collected will be enough to finance the service for three years from the date of its inauguration by the IBE on 1 July 1974; a member of the staff has gone to the Netherlands to watch the progress of innovating projects on the spot.

The Bureau compiled and published an educational thesaurus, aimed at facilitating international use of computers for indexing and tracing documents and data on education. The English version was published in 1973 and the French version in 1974.

The IBE also stepped up its co-operation with the International Baccalaureat Office.

00027

The Bureau's increasing interest in innovations in education is clearly reflected in its list of publications, particularly in those studies which have appeared in the "Experiments and innovations in education" series; among these are "The community school in Yugoslavia" and "Educational participation in the Netherlands". Three works were added to the series "Studies and surveys in comparative education", one, called "Initiatives in education 1973-74", is by Mr. Jean Thomas, another by Mr. Hugh Warren is called "Education, training and employment", while the third is a completely revised edition of a very successful work "Education and mental health" by Prof. W. D. Wall. As mentioned above, the first edition of the UNESCO/IBE Education Thesaurus appeared in two languages.

Mention should also be made here of the useful co-operation that has developed between IBE and the *Council of Europe's Documentation Centre for Education in Europe* (Strasbourg). Lastly, contact has been made with the Education Committee recently set up by the Commission of the European Communities in Brussels.

In addition to its ordinary budget, the IBE has been receiving voluntary contributions from bodies in the United Kingdom and Sweden since July 1974.

The review: "Prospects in education"

Launched in its new form early in 1972, this review has been published in English, French and Spanish versions (the last-mentioned with a co-publisher in Madrid). It seems to have fulfilled its purpose, becoming the forum for a lively exchange of ideas and information on present educational problems.

Recent articles have been concerned with such subjects as education for rural development, change in European universities, secondary education, training and employment, technology and general education, international aid for developing education and the education of migrant workers. A contract has been signed for the publication of a version in Arabic, and there are plans to bring out a Portuguese edition some time in 1975.

III. CO-OPERATION FOR DEVELOPMENT

25. *Co-operation with the Commission of the European Communities*

Joint UNESCO/EEC Working Group on Aid to Development

Following an exchange of correspondence, the President of the Commission of the European Communities and the Director-General of UNESCO set up several joint working groups for co-operation between the two organisations in the framework of the agreement concluded in 1964. One of these, the Joint UNESCO/EEC Working Group on Aid to Development, met for the first time in Paris in June 1973 and again a year later in Brussels. These meetings were devoted to an exchange of information on the activities of the two organisations concerning aid to development in education and other fields. The working group has also examined practical ways of co-ordinating aid programmes in member States in the developing areas, particularly in Africa, which have associated themselves with the EEC and have access to the European Development Fund and other EEC sources of aid.

On 22 July 1974, the Commission of the European Communities signed an Agreement with UNRWA (United Nations Relief and Works Agency for Palestine Refugees) under the terms of which the EEC undertook to make a special contribution of 6 550 000 EEC units of account (approximately $ 7.9 million) to UNRWA to meet the cost in 1974 of the preparatory cycle of the UNRWA/UNESCO education programme. This special contribution, announced at a time when UNRWA was considering having to make reductions in certain services, has eliminated UNRWA's budgetary deficit for 1974.

26. *International Institute for Educational Planning (IIPE)*

The Institute's new headquarters building, erected by France, was gradually brought into service from January 1973 onwards, and completion of the last part of the premises was marked on 5 October of the same year by a ceremony at which Mr. Joseph Fontanet, French Minister of Education, handed over the building to the Director-General for the Institute's use. Thanks to a grant of 1 125 000 FF from the French Ministry of Education, it was possible to meet most of the Institute's additional needs in respect of furnishings and equipment. Apart from the generous financial support given by France to provide the Institute with the necessary material facilities, many member States (Canada, Denmark, Spain, Ireland, Italy,

00028

Norway, the United Kingdom and Sweden) gave voluntary contributions or further contributions to the Institute in response to the appeal made in Resolution 1.121 adopted by the General Conference at its 17th session. Taking into account the sum which the IIPE has received from the International Bank for Reconstruction and Development (IBRD), under a contract drawn up in July 1973, the total funds obtained over and above UNESCO's basic contribution made up almost half its new resources for 1973.

The Institute was attended by 29 trainees in 1972-1973 and 32 trainees in 1973-1974; all of them successfully completed the regular courses which ended respectively in the summer of 1973 and the summer of 1974. 41 trainees are taking part in the 1974-1975 course. In addition, the Institute organised various courses for expert fellows and visiting experts. A study course organised in 1973 for Regional Education Offices' staff and the heads of certain UNDP/UNESCO projects dealt with the training of educational administration and planning specialists.

The seminar organised every year under the agreement concluded with the Swedish International Development Authority (SIDA), dealt in 1973 with the study of mapping problems, in the light of the results of certain studies carried out by the IIPE, and in 1974 with the evaluation of quantitative aspects of education.

At the request of several organisations, the IIEP organised one-day seminars for (1) a group of Brazilian trainees from the Centre international d'études pédagogiques, Sèvres: (2) a group of students from the University of Ghent; (3) trainees in educational administration from Reading University; (4) Latin-American trainees in educational planning from the University of Louvain's Centre for Development Planning; (5) a group of African trainees from the European Economic Community. In 1974 at the request of member States, the IIEP held its first training courses at national level. In addition, together with the German Foundation for International Co-operation, the Institute organised a seminar on the assessment of curricula.

The Institute's staff also took part, as they do every year, in training courses in various institutions, such as the Centre de formation des experts de la coopération technique internationale (Training centre for experts in international technical co-operation) and the Ecole nationale de la statistique et d'administration économique (National school of statistics and economic administration) in Paris, at the University of Louvain, etc. Under its programme for the production of educational materials, the Institute added several new titles to its "Fundamentals of Educational Planning" series, two new titles to its "Lecture-Discussion" series and six new titles to its "IIEP Occasional Papers" series.

A good deal of progress was made in the Institute's research programme in 1973 and 1974. The following projects were completed:

- Population growth and school enrolment;
- Planning the development of Universities;
- Organisation of the primary school inspectorate;
- The role of universities in post-experience higher education;
- Financing of educational systems;
- Study on the rationalisation of the school map;
- Miscellaneous: the results of a number of other studies are currently being reviewed for publication, including studies on the evaluation of the internal efficiency of educational systems and on the transition from primary to secondary education.

The IIEP and the International Curriculum Organisation initiated co-operation in drawing up training and research programmes for implementation over the next few years. During the final months of 1974, the Institute's staff engaged in a major review of its research programme with a view to identifying priority needs for research and study in the field of educational planning. This review, which is exploring such issues as the role of educational planning in enhancing the equality of educational opportunity, the planning of the quality and content of education, planning problems at the sub-national level, integrated planning, and participatory educational planning, was in full progress at the end of the year and is expected to result in the development of a number of new research projects in early 1975.

27. International Centre for Advanced Technical and Vocational Training (TURIN)

A joint UNESCO/ILO unit for research and development was founded in 1969 at the Turin Centre; it is doing research into technical training and the

00029

application of self-instruction material to technical training, and is in the process of setting up a research and documentation service which is to include an audio-visual section and a 2 000 volume library. The unit is closely involved in the courses and seminars on organisation, management and technical education provided by the Centre for trainees from developing countries. In particular, it should be noted that the unit is devising a course of programmed teaching designed for future migrant workers under a scheme being carried out in conjunction with the European Communities.

28. Funds-in-trust

Funds-in-trust are monies entrusted to UNESCO by member States or organisations for the purpose of financing educational projects carried out in other member States and consistent with the organisation's aims.

The first use was made of funds-in-trust in 1963, when schemes subsidised by the SIDA (Swedish International Development Authority) to give girls and women easier access to education in some African countries were put in hand. Since then the UNESCO funds-in-trust programme has expanded to cover a greater number of developing countries with the participation of a number of donor countries and some of their agencies in the field of education. Thirteen new projects were the subject of an agreement in 1973. Projects financed by funds-in-trust cover the following areas: eradicating illiteracy, training technicians (in refrigeration, industrial electronics, radio and television, hydrology), educational broadcasting, the press in rural areas, teacher training, equipment for schools in the 1970 earthquake zones, tropical ecology, the training of assistant librarians, research into water resources and aid to refugees.

The European donor countries are: Denmark, Finland, the Federal Republic of Germany, Norway and Sweden.

The beneficiaries are: Afghanistan, Congo, Cuba, Upper Volta, Kenya, Lesotho, Mali, Peru, Swaziland, Tanzania, Tunisia, Venezuela and Zambia.

The total sum involved in these projects, which vary in duration from three months to five years, is in the region of $ 10 million.

00030

ORGANISATION FOR ECONOMIC
COOPERATION AND DEVELOPMENT (OECD)

00031

INTRODUCTION

1. The present report provides information on recent developments under the educational programmes of the OECD. It is in two Parts: Part One provides a comprehensive summary of the totality of OECD educational activities as these have evolved following the establishment of the Education Committee (1970), the decision to continue the Centre for Educational Research and Innovation — CERI — beyond its initial experimental phase (1971) and the setting up of the Steering Committee on Educational Building (1972), recently prolonged for a further two-year period. It should be noted that, as from 1974, the work of the OECD in education has been brought together with that dealing with social affairs and manpower under the same Directorate so as to strengthen and rationalise the full range of the Organisation's activities dealing with the social aspects of the growth process.

2. Part Two of the report takes up for more detailed description a selected number of major areas of work as illustrative examples of the nature of the cooperation in which Member countries are currently engaged within the educational programmes of the OECD. These are:

— Educational Statistics and Indicators

— Options for Youth

— New Policies for Teachers

— Curriculum Development and Educational Technology and Innovation

— Early Childhood Education.

3. In addition to the above, it should be noted that the results of the work on Recurrent Education is the subject of a separate report presented as a main background document to the Ninth Session of the Standing Conference of European Ministers of Education.

PART ONE: GENERAL REVIEW OF EDUCATIONAL ACTIVITIES

4. This part of the report identifies the main substantive directions along which the Organisation's work has evolved over the last few years, and outlines the broad issues to which specific activities have been addressed in response to the changing policy preoccupations in the Member countries. The review is thus structured under four headings which group together the main areas with which the programmes have been concerned, namely:

I. Educational Growth: Objectives, Policies and Planning

II. Relations between Education, Employment and Society

III. Major Changes in Educational Structures

IV. Educational Innovation: Policies and Practice.

I. Educational growth: objectives, policies and planning

5. This is an area which has been of central and continuing concern to the educational activities of the Organisation, as reflected in the twofold mandate itself of the Education Committee, viz:

"(a) evaluating prospects and policies for educational growth and development to meet social and economic objectives, taking into account the need for optimal allocation and efficient management of the total resources for education;

(b) exchanging information and promoting international cooperation on the problems identified under (a) above."

6. The pressure of numbers which the educational systems in all Member countries have experienced in the post-war period was in fact seen as re-

00032

presenting the main driving force behind other policy developments. It brought into sharper play considerations for clearer definition of educational objectives in relation to broader social and economic policies and of decisions concerning the allocation of resources to and within the educational sector, and the way these resources are used. The preparation and implementation of such decisions called for the development of appropriate planning and management tools and procedures and an extension of the scope of educational planning to encompass qualitative as well as quantitative aspects of educational development. This, in turn, was seen as being dependent on the availability of meaningful data and basic indicators and criteria for analysing the implications of existing arrangements or proposed changes in educational systems for educational as well as wider social and economic purposes.

7. These issues were at the heart of the conclusions of the 1970 *Conference on Policies for Educational Growth*. The Conference itself based its discussions on a comprehensively documented analysis of the size and pattern of educational growth during the 1960s, following earlier work on developments in specific sectors of the system, particularly the studies on teachers, secondary education and higher education. Its conclusions, coming at a time when Member governments were becoming increasingly committed to the "quality of life" and social objectives aspects of growth, were of considerable influence in reorienting the educational work of the Organisation.

8. Tnis was already reflected in the *Country Reviews* of national policies in education, particularly those for France, Japan, Germany, Norway and the United Kingdom, which endeavoured to relate problems of future educational growth, in their quantitative as well as qualitative aspects, to broader social and economic objectives and to methods and criteria for the allocation of resources in relation to various policy options.

9. A similar shift of emphasis was also clear in activities relating to educational planning. The earlier demographic, economic and organisational parameters, expressed where possible in statistical terms, were extended into new key areas in response to the growing understanding that educational planning must directly contribute to the formation of policies for educational change within the broader social context. Thus, the activities focused on a series of analytical approaches relating planning to the following specific issues: educational research and innovation, long-term future perspectives, the participatory process in planning and the place of education in inter-sectoral planning.

10. Parallel to the trends indicated above, the work on educational statistics, which had previously operated in terms of the needs of specific ad hoc studies, was, under the guidance of the Working Group on Educational Statistics and Indicators, put on a more rationally organised basis. This has involved the preparation of a clearly defined set of basic statistical series essential for analysing problems of educational growth in the context of economic and social development. These tabulations are standardized on the basis of the agreed OECD Classification of Educational Systems, which has now been completed for most of the Member countries. At the same time in view of the growing numbers of people participating in educational activities outside the formal educational system, a serious attempt is being made to extend the statistical work to cover participation in adult education and similar programmes.

11. Related work has also been undertaken on indicators of educational performance, stemming directly from the conclusions of the Conference on Policies for Educational Growth. It has so far led to the formulation of the broad long-term guidelines within which educational indicators can be developed in the Member countries in a reasonably harmonious and compatible manner, as embodied in the reports *A Framework for Educational Indicators to Guide Government Decisions* and *Indicators of Educational Performance*. The next, more operational stages in this work will be coordinated with the broader work within the Organisation on social indicators. The establishment of the Directorate for Social Affairs, Manpower and Education does in fact provide an opportunity for consolidating work on social, educational, employment and demographic statistics and of pursuing developmental work on social indicators in an integrated way.

12. The relevance of the above work to the practical purposes of broad policy analysis was seen in the preparation of the report on *The Educational Situation in Member Countries*, which was submitted to the Eighth Session of the Conference of European Ministers of Education, held in Berne in June 1973. Supplemented by the special analysis of the problems of developing Member countries, completed under the Mediterranean Educational Development Review, it made it possible to identify a number of major priority areas in educational policy to which the attention of governments

00033

could be drawn. It is planned that similar analytical reviews of educational trends be henceforth produced on a two-yearly basis.

13. On questions of educational costs and finance, which have loomed large in the policy preoccupations of Member countries and in the considerations embodied in the OECD programme, only little progress can be reported in terms of analytical conclusions. This is due partly to the difficulties of putting together a minimum base of comparable data on cost structures in education on which meaningful analysis could be built, as was demonstrated by the attempt to update the 1970 *Comparative Study of Educational Expenditures*, and is also due to the very idiosyncratic nature of the systems of finance which prevail in different countries reflecting different social and political philosophies. Three country case-studies on educational expenditures have been prepared and more data are being collected by means of a joint OECD/UNESCO questionnaire.

II. Relations between education, employment and society

14. Work outlined in the preceding section was essentially concerned with problems of the size and directions of educational growth. This growth was generated in the Member countries by the rapid increase in the private demand for education consequent on rising levels of national and personal incomes and of the new aspirations of individuals and social groups. It was sustained by governments in the belief that continued educational expansion was necessary to the economy, particularly in terms of the supply of qualified manpower, and also because education was seen to represent a main avenue to equality of opportunity and social mobility.

15. These are areas germane to the central objectives of the Organisation and which have therefore received constant attention in its educational programmes. Concepts and policies relating to these issues have undergone considerable evolution during the past few years and this is reflected in the directions in which the activities have moved.

16. The 1971 Venice *Conference on the Utilisation of Highly Qualified Personnel* marked the end of a long period during which the main concern had been assumed to lie in the supply of educated people to meet the needs of an expanding economy. Henceforth, the centre of attention was seen to shift from problems of supply to those of alleviating structural and qualitative imbalances in the labour force, and how to devise new ways of relating the educational system to individual and social as well as economic needs, such as are implied in the concepts of recurrent education and flexibility of working life.

17. At the same time it was recognised that the massive expansion of education in the past two decades has had but a limited role in bringing about greater equality of opportunity, which remained conditioned by existing broader social inequalities and home background. This was amply documented in the analytical report on *Group Disparities in Educational Participation and Achievement* and in the reports by CERI on *Equal Educational Opportunity* and *Social Background and Educational Career*. The conclusion from this work was that the debate on the failure of educational equality needs to be reformulated, as the problem of equality of opportunity has to be seen in a more comprehensive framework of measures in terms of "life chances", i. e. relating the potential role of education more articulately to other broader options which affect welfare over the life cycle. These problems were considered in detail at the Conference on *Education, Inequality and Life Chances*, held in January 1975.

18. There is, thus, clear recognition of the need to relate policies for education more closely to other policies of governments in the pursuit of the new social objectives which governments have set for their growth policies. The interaction between the educational system and the employment situation remains at the heart of such policies, and the problems involved and possible measures of overcoming them were examined by the Secretary-General's ad hoc Group of Experts on Education and Employment.

19. The conclusions from the above analysis will clearly influence the development of future work by the Organisation in these areas. In the meantime, the CERI Governing Board has taken the view, on the basis of its work on Educational Futures, that the only practical way of getting at the real issues of the relationships between education and society is to identify specific problem areas where practical options can be formulated. Three such areas have been identified, viz: early childhood education, school/community relations and recurrent education, on all of which first results are already available.

00034

20. The work on early childhood education has raised questions as to the relative roles of the family and the state in the upbringing of children, and thereby the changing role of women in society, a subject which is under study by a special Working Party of the OECD Manpower and Social Affairs Committee. Analysis of experience on the links between the community and the school has produced a more sober appreciation of the limitations within which such interactions can be profitably pursued, whereas the report on *Recurrent Education: A Strategy for Life-Long Learning* has made a significant contribution to clarifying this new approach to education and equity in extending beyond youth education's role as a provider of "life chances" and relating it more effectively to work, career and aspirations of adults as well as young people. This is thus an area which involves close cooperation with the programme of the Manpower and Social Affairs Committee, particularly the work on the role of women in society, the quality of work and flexibility of working life. Special attention has been given to the crucial problem of educational leave of absence on which a detailed report has now been completed. Recurrent education is the main theme of the 1975 Conference of European Ministers of Education to which the Organisation is presenting an analysis of trends and policy issues, together with a series of country reports, for Ministerial discussion.

III. Major changes in educational structures

21. One of the major consequences of continued educational growth over the last twenty years has been the strain to which the traditional educational system has been subjected in the effort to meet the needs of this much larger and more variegated student population. With the generalisation of basic education the impact of growth has been particularly strong at the post-compulsory level, i. e. upper secondary and higher education. Here, important changes will continue to be called for in the effort to reconcile individual and group aspirations, changes in employment structures and work content and patterns of economic development.

22. The organisational and structural changes which have been, or are being, introduced have necessitated equally significant, though less clearly perceived, pedagogical and curricula changes. Taken together, these changes represent an effort to transform the traditional systems of education, with dominantly elitist goals, into ones where a broadly based equality of opportunity is the central objective, and more flexible educational structures and practices a condition for meeting this goal.

23. The first serious attempt by the Organisation to analyse these problems was made in the report on the *Development of Secondary Education*. The conclusions of this report pointed out clearly that, with the growing democratisation of secondary education, the future development of the post-secondary sector was of the highest priority in the educational policies of Member countries for the 1970s. Consequently, considerable effort went into an analysis of the growth problems of this sector both in terms of numbers and needed innovation, as reflected in the series of reports that were prepared on the *Development of Higher Education*, the series of case studies on *Innovation in Higher Education* and on *Structures and Policies for Post-graduate Education*.

24. The central policy issue which emerged from this work was the need for diversification of the institutional map at the post-secondary level, the bases of which were first outlined in the report *Towards New Structures of Post-Secondary Education*. This work was subsequently developed into deeper analysis of the key policy issues involved in the planning of new post-secondary structures in terms of access and selection, relations with the employment situation, structure of studies and the place of research, the development of non-traditional forms of study, and costs and financing implications. The results of this work, together with those embodied in the special study on *Short-Cycle Higher Education: A Search for Identity*, formed the background to the discussions at the Conference on Future Structures of Post-Secondary Education in June 1973; they are embodied in the series of publications which accompany the General Report of the Conference: *Policies for Higher Education*. Current work on the strategic issues of new structural models for the 16-19 age group, new learning opportunities for adults, and new approaches to the selection and certification process in higher education, derives directly from the conclusions of the Conference.

25. This work had brought into prominence two supplementary issues, at the institutional level, which were crucial to the success of new overall structures of post-secondary education, both of which were developed within CERI. The first of these related to the problem of the reorganisation of studies, essentially through the development of an interdisciplinary approach to the curriculum in higher education. This is a problem which brings into new focus the role and functions of the uni-

00035

versity within the total picture of post-secondary structures. An overall analysis of the problems involved was embodied in the report on *Interdisciplinarity: Problems of Teaching and Research in Universities*. A related issue of how theoretical and practical aspects of courses could be more closely linked in relation both to academic learning and training for a group of related professions was developed in the specific context of environmental education and health education, the latter in conjunction with the report of the Secretary-General's ad hoc group of experts on "New Directions in Education for Changing Health Care Systems."

26. The second issue concerned the need to develop better planning tools and administrative techniques and procedures within institutions for the efficient management of their affairs, in the interest both of economy and of the educational process itself. Initial work in this area met with considerable response from Member countries and has led to the setting up of the CERI decentralised project on Institutional Management in Higher Education as an instrument for inter-institutional cooperation in these matters. Over one hundred institutions now participate in this programme whose mandate has been extended for a further period of two years until the end of 1976.

IV. Educational innovation: policies and practice

27. It was recognised at the 1970 Conference on Policies for Educational Growth that highest priority in the 1970s would have to be given to bringing about the necessary qualitative changes in the educational system; this implies the efficient organisation of the planning and innovation process, including support for research and development work, in relation to long-term goals and to the resource implications of such changes. In setting up CERI, Member governments recognised the importance of these problems and the value of international cooperation in seeking solutions to them, as is clearly reflected in the mandate which was given to CERI, viz:

"(i) to promote and support the development of research activities in education and undertake such research activities where appropriate;

(ii) to promote and support pilot experiments with a view to introducing and testing innovations in the educational system;

(iii) to promote the development of cooperation between Member countries in the field of educational research and innovation."

28. The work which has been undertaken in response to this challenge has operated at two levels of concern: (a) strengthening national and international arrangements so as to ensure a continuing and effective process of change; (b) analytical work and pilot experiments on specific issues crucial to effective innovations in the teaching/learning process. A representative example of work under the first category has been the series of *Case Studies of Educational Innovation at the Central, Regional and School Level*, the final conclusions of which were summarized in the general volume *Strategies for Innovation in Education*. These reports represent a broad comparative analysis of educational change as it has been developing in OECD countries and contribute insights as to overall strategies for the planning and management of innovation. These issues are now being followed up by the decentralised project on International Management Training for Educational Change, which attempts through training seminars and related activities to assist Member countries to increase their capacity in the management of educational innovation. This programme has also been extended to the end of 1976.

29. Policies for research and development in education were seen as an essential component of any general strategy for educational innovation. The *Survey of Educational Research and Development* undertaken by the Education Committee demonstrated the meagre bases, in terms of human and financial resources as well as in overall policies, that existed in this field in most European Member countries — especially when contrasted with the situation in the United States which had been analysed in the *Review of Educational Research and Development* in the United States.

30. The effectiveness of innovation strategies is perhaps best reflected in their impact on the functioning of the individual school. Detailed exploration of the various factors involved in enhancing the school's capacity to be innovative has been undertaken under the CERI Creativity of the School Project. This has involved investigation into such issues as school autonomy, freedom to control expenditures, inspection and advisory services, innovative roles and incentives for teachers, etc.

31. Recognition of the key role which the teacher plays in educational innovation was reflected in

00036

the Education Committee work on New Policies for Teachers in primary and secondary education. The main emphasis in this work has been on the inter-relationships between the new role of the teacher and the changing patterns of his tasks in the context of educational innovation, and the implications which this has for the initial and continuing education of teachers. Policies towards these new directions were discussed at the Intergovernmental Conference on Teachers, held in November 1974. The results have been published in two main reports: *The Teacher and Educational Change*, and *New Patterns of Teacher Education and Tasks*, together with a series of supporting background studies.

32. Under the second category of activities referred to above, CERI work has focused on issues of curriculum development, educational technology and computers in education. The curriculum work has been largely concerned with the processes of curriculum change and the management of such change within the educational system. General guidelines for the long-term planning of curriculum development were laid down in the reports *The Nature of the Curriculum for the Eighties and Onwards*, *Styles of Curriculum Development* and a *Handbook on Curriculum Development*, while a number of curriculum seminars contributed to specific planning problems in individual Member countries. A key issue in discussions on curriculum change has become the role of the school itself, and school-based curriculum development has emerged as a major area for work ahead. More detailed work undertaken in the areas of educational technology and computers in education has demonstrated the need to pursue these matters in their relevance to overall teaching/learning strategies (as underlined in the report on *Educational Technology)* rather than as independent resources in themselves. Problems of international transfer of learning systems were also investigated within this context, while special attention was given to an analysis of new approaches to the evaluation of educational programmes.

33. A testing ground for the practical application of many of the developments outlined above has been developed under the *Mediterranean Educational Innovation Project*, with specific pedagogical initiatives in a number of pilot areas in Portugal, Turkey and Yugoslavia.

34. Some of the practical implications of innovative trends and policies in education are also made explicit in the activities undertaken under the Educational Building Programme both in terms of effective resource utilisation and provision for future change. Studies under this programme have in particular concerned the design of new schools in response to the new types of generalised secondary education involving the provision of a wider range of options to pupils; industrialised building methods for educational purposes; adaptability and flexibility in school building and coordination between school and community facilities. A series of reports and information leaflets emerging from this programme are now available.

35. Finally, it is clear that any analysis of problems of educational change within a broader social context needs to be supported to the extent possible by the latest research results and hypotheses into the process of how learning occurs. To deal with some of the problems involved in this area has been the main purpose behind CERI efforts to develop an International Programme for the Learning Sciences, first results of which are now available.

36. The overall trends and policy implications emerging from the totality of the work outlined above have been analysed in a comprehensive report on *Policies for Innovation and Research and Development* which has now been issued as an agreed statement of the OECD Education Committee itself.

PART TWO: SELECTED MAJOR AREAS

37. The five areas which are described below in greater detail are by no means unique; they have been selected as representative examples to illustrate the nature of the cooperation undertaken within the OECD educational programmes and the nature and purpose of the work carried out.

I. Educational statistics and indicators

38. The most recent work of OECD in educational statistics is contained in the *Yearbook of Educational Statistics*, prepared under the guidance of the Working Group of the Education Committee set up to advise the Secretariat on the work in this area. The report is in two parts. The first part contains international comparative data; the second volume, issued separately, consists of data for individual countries. The country annexes give a detailed description of sources and methods used.

00037

39. The tables in the first part are intended to facilitate inter-country comparison and covering all OECD Member countries so far as data availability permits. It is organised in five major sections. The first gives some idea of the scope and duration of the regular system of formal education. The second presents the basic data on enrolments of pupils and students in regular education. The third presents data on teachers, the fourth covers educational finance, and the final section provides information on the educational attainments of those who have terminated their regular education. In addition to the international tables, more diluted data and source notes are provided for each individual country. The international tables are usually for the benchmark years 1960, 1965 and 1970, whereas the country tables show all years from 1965 onwards as well as 1960. The country tables vary somewhat in scope according to the availability of data. The key table for each country is that which shows educational enrolment cross-classified by level and single year of age, for this gives a snapshot picture of the degree of participation in education and the type of education which is received (1). The figures in this volume are adjusted to conform with the OECD Standardised Classification of Educational Systems, and this explains why they differ from previous statistical series on education issued by the OECD (2).

40. OECD work on educational statistics has always been closely geared to the requirements of policy and planning analysis and grew gradually from the 1960 *Policy Conference on Economic Growth and Investment in Education* and the methodological work which accompanied the country studies of the *Mediterranean Regional Project*. It led, over the years, to the first systematic attempt to set out a comprehensive framework of the statistical implications of recent developments in the theory and practice of educational planning which was presented with the publication in 1967 of the OECD handbook on *Methods and Statistical Needs for Educational Planning* (referred to hereafter as the OECD *Handbook*) and which was prepared in response to a specific request by the European Ministers of Education at their London (1964) Conference.

41. The *Handbook* discussed various methodological approaches to educational planning and out of this discussion a series of tabulations was derived which it was recommended should be available to educational planners on a regular basis. In essence, the *Handbook* was concerned with those statistics which are required to project or to plan, in the medium and the long-term, the main magnitudes in the educational system — pupils, graduates, teachers, buildings, costs, expenditures. It was also concerned with the main quantifiable attributes of these basic magnitudes which are relevant for long- and medium-term decision making, i. e. the number of pupils in each of the broad areas of specialisation; certain social and economic characteristics of the pupils; sex, age, qualifications and other attributes of teachers; and the analysis of expenditures, according to branch of education, purpose and source of finance. The *Handbook* also considered the utility of international comparisons to national educational planners and made proposals for the collection of data from which a wide range of such comparisons could be made.

42. For such international comparisons to be meaningfully undertaken it was first necessary to develop a classification system and a set of definitions applicable and acceptable to all Member countries. The *Handbook* provided the basic analytical framework and rationale for such a classification; it was in fact one of the conclusions of the *Handbook* that there was a need to establish a "conversion key for all OECD Member countries so that published national data can be readily converted on the basis of the standardised system".

43. The preparation of this "conversion key" resulted in publication by OECD of the *Classification of Educational Systems* (3) which shows in detail

(1) These tables are a first step towards a system of educational and demographic accounting on the lines developed by Professor R. Stone: *Demographic Accounting and Model Building*, OECD, Paris, 1971, and *An Educational Matrix for the Netherlands in 1967*, Netherlands Central Bureau of Statistics.

(2) See, for example: *Statistics of the Occupational and Educational Structure of the Labour Force in 53 Countries*, OECD, 1969; *Development of Secondary Education*, OECD, Paris, 1969; *Development of Higher Education 1950—67 Statistical Survey*, OECD, Paris, 1970; *Educational Expansion in OECD Countries since 1950*, OECD, Paris, 1971; *Quantitative Trends in Teaching Staff in Higher Education*, OECD, Paris, 1971; and the national case studies of the *Study on Teachers*. As an example of earlier statistical series issued by the Organisation see: *Resources of Scientific and Technical Personnel in the OECD Area*, OECD, Paris, 1963.

(3) *Classification of Educational Systems*
- — Finland, Germany, Japan, OECD, Paris, 1972.
- — Netherlands, Sweden, Turkey, OECD, Paris, 1972;
- — Belgium, Denmark, United States, OECD, Paris, 1973;
- — France, Norway, Spain, OECD, Paris, 1973;
- — United Kingdom, OECD, Paris 1973;
- — Austria, Ireland, Italy, OECD, Paris 1973;
- — Canada, Greece, Yugoslavia, OECD, Paris, 1973;
- — Summary Volume 1975.

00038

how the various parts of each national educational system relate to the reference frame in the *Handbook* and provides the indispensable basis for international comparability of educational statistics by level and type of education. The summary volume of this publication explains the criteria used in classification.

44. Both the *Handbook* and the *Classification System* were designed to provide a basis for measuring and describing the behaviour of the educational system; they were not explicitly concerned with measures of educational output or performance in relation to given objectives. In 1973, OECD issued a reappraisal of the possibilities for articulate description of educational performance in *A Framework for Educational Indicators to Guide Government Decisions* (hereafter referred to as the *Framework*). This was a short document which took a broad view of the educational process, its repercussions on the economy and society, the nature of the "outputs" the educational system produces and the factors which contribute to output. It was partly a response to the interest which governments began to show in more rational and explicit accounting in the public sector in the 1960s (pioneered by PPBS system in the U.S.A.) (4), partly to the general feeling since the widespread student disturbances of 1968 that social goals need re-examination, partly to the express request of the OECD Ministerial Council that OECD should elaborate a set of social indicators for society in general, and also in response to the request of the Conference on Policies for Educational Growth for better indicators for education (5).

45. The *Framework* was not limited by considerations of measurement feasibility but explored all indicators of potential methodological interest in the light of modern interpretations of the rôle of education. It suggested six major headings of policy importance in which indicators should be developed and made tentative suggestions concerning 46 potential indicators. The major headings are: the contribution of education to the transmission of knowledge, the contribution of education to individual development, the contribution of education to the transmission and evolution of values, and finally, the effective use of resources in pursuit of the above policy objectives.

46. The *Statistical Yearbook* contains comparable inter-country statistics, which are inspired both by the *Framework* and the *Handbook*. It includes traditional basic statistics on enrolments, teachers, and costs for people still in the education system as well as census data on levels of educational attainment of the population and their distribution between persons, generations and sexes. An effort has been made to make the data as comparable as possible and substantial adjustments to national figures were necessary to achieve this. The volume concentrates on the regular sequence of education for childhood and youth (including higher education). Adult education is not included as comparable data in this field are not yet available. The classification criteria are those set out in the OECD *Classification of Educational Systems*. In further work it is hoped to provide some quantitative estimates of adult education activity and also to try to implement some of the ambitious recommendations in the *Framework*. Of the 46 indicators proposed in *the Framework* very few are covered in the present document. It may be possible to make half of the 46 indicators operationally feasible in time, but 20 of them (6) are probably too complicated to be operationally feasible or they involve such a large degree of data cross-classification that the results can only be significant on the national rather than the international level. The *Yearbook* will be updated and expanded on a two-yearly basis and will be accompanied by a parallel publication on *Educational Trends in OECD countries*, the prototype of which was prepared for the European Ministers of Education at their Berne Conference (1973) and published under the title *The Educational Situation in OECD Countries: A Review of Trends and Priority Issues for Policy*.

47. Data on educational costs and expenditures, on which a comparative study was undertaken in 1970, are being refined through ad hoc country studies and will be more systematically collected on the basis of a joint OECD/UNESCO questionnaire.

II. Options for youth

48. A study of "New Options Beyond Compulsory Schooling" is currently being completed under the

(4) See Commissariat Général au Plan, *Recherches sur les indicateurs sociaux*, S.E.D.E.I.S., Paris, 1971; Economic Council of Canada, *Design for Decision-Making*, Ottawa, September, 1971; *Towards a Social Report*, U.S. Department of Health, Education and Welfare, Washington D.C., 1969.

(5) See *Educational Policies for the 1970s*, OECD, Paris, 1971. — *Indication of Performance of Educational Systems*, OECD, 1973. — *List of Social Concerns common to most OECD countries*, OECD, 1973.

(6) i.e. indicators vi, ix, xi, xiii, xvi-xx, xxii, xxiii, xxv, xxvi, xxix, xxxii, xxxiv, xxxviii-xxxxi.

00039

programme of work of the Education Committee. This study at a first stage, examines in detail the policy problems involved in reforming educational structures at the upper secondary level and the links which need to be established with other options which might be available, in particular in employment or social service.

49. Policies for youth are in fact under active reconsideration in most Member countries. The problems they pose are both complex and numerous, lying as they do astride educational, employment and social concerns. This is reflected in the work of the Organisation itself where the analysis of the educational aspects of the problem under the work of the Committee and of CERI (particularly on curriculum options for the 16-19 year old) are closely coordinated with relevant work under the Manpower and Social Affairs Committee, particularly on first entry into employment, flexibility of working life and social indicators, as well as the analysis undertaken by the Secretary-General's ad hoc Group of Experts on education and working life. The importance of work in this area was stressed at the Berne (1973) Session of the Conference of European Ministers of Education, which, in its conclusions, invited the international organisations to promote and to pursue studies and research on the needs of the 16-19 age group. This activity is also a follow-up to earlier OECD studies on secondary education (7) and the relationship of secondary to higher education (8).

50. A preliminary report was completed in 1974 and will be extended and revised during 1975. In the first place, the Secretariat analysed the existing possibilities for young people. The mechanisms of choice which operate during compulsory schooling and beyond and the variables which influence the distribution of young people among the various educational, vocational or other options are described: the limitations of the choices offered as well as the determinant role of educational structures at the secondary level were clearly brought out. Subsequently an effort was made to describe the various reform proposals which have been introduced or are being discussed by those Member countries who intend to extend, to diversify or to continue existing options or to introduce new ones, in particular at the upper secondary level. The question of the structure of basic schooling (and in particular the degree of pedagogical differentiation or the weight to be given to vocational training at this level) as well as the controversial problem of the extension of compulsory schooling were also examined. An inventory was made of the principal tendencies to be discerned in the reforms of upper secondary education and of the questions arising from the changes at this level in the majority of the Member countries.

51. Most of these reform plans recommend at one and the same time an opening up of the school towards society, increased differentiation of options of teaching methods and of teaching experience and a certain integration of curricular disciplines and know-how. However, the institutional frameworks which have been chosen, the pedagogical structures which have been proposed and the degree to which general and technological education will be integrated vary from country to country. Several reform models have been sketched out on the basis of these variations. Moreover, attention has been paid in the analysis to a number of proposals whose aim is to renovate vocational education, to develop alternation between work and study — in business enterprise or in the social services. Outside the realm of educational options as such, but in connection with them, there are many moves towards helping young people to enter working life, towards improving attempts to provide information, guidance and job placement, to improve conditions of both work and training and the employment structures and to re-absorb the unemployment or under-employment which many young people are victims of in their search for a first job.

52. The interdependence of the various choices and options offered to young people in the 16-19 age group in education, vocational training, employment or social work leads on to the idea of a more global approach which might help to integrate or coordinate the various policy measures affecting young people. Equally, it would contribute to achieving the wider objectives of individual development, and of increasing the equality of life chances which are listed by the OECD Council as being among the social pre-occupations of most Member countries. Such an approach will be further developed during 1975 and will lead to an examination of the problems arising in the majority of Member countries from the reform of upper secondary

---

(7) *Development of Secondary Education: Trends and Implications*, OECD, 1969. — *Case Studies of Educational Innovation* (4 Vols.), CERI/OECD.

(8) The 1973 Intergovernmental Conference on Future Structures of Post-Secondary Education examined this problem from the point of view of admissions policies; see, in particular, the General Report of the Conference: *Policies for Higher Education*, OECD, 1974, and *Towards Mass Higher Education: New Trends and Options*, OECD, 1974.

00040

education, the various plans for vocational education, the development of alternation between work and study, the improvement of the forms of entry into working life and the extension of social work. These are all issues which are directly relevant to the objectives inherent in strategies for Recurrent Education, and this global approach to youth options will remain a hall-mark of continuing OECD work in this area over the next few years.

III. New policies for teachers

53. In recognition of their fundamental importance in the educational process, OECD has devoted considerable time and attention to the subject of teachers. This work culminated in the intergovernmental Conference on Teacher Policies which was organised within the framework of the Education Committee's programme in November 1974. Preparatory work on key questions in this area goes back a few years, and covered both quantitative and qualitative aspects.

54. The main concern of earlier work was the study of teacher supply and demand at the primary and secondary level. The emphasis was on the various reasons for imbalances and on the different national policies for recruitment which, in nearly all cases, were intended to cope with an insufficient supply of teachers. The results of this earlier work were embodied in a series of national monographs published under the title *Study on Teachers* (9). These studies were accompanied by a general analysis published under the title *Training, Recruitment and Utilisation of Teachers in Primary and Secondary Education* (1971).

55. These data together with those on teachers in higher education (10) were used at the Paris Conference (1970) on Educational Policies for the 1970's for the preparation of a study on Teaching Staff (11). The conclusion drawn from this first series of activities was that qualitative and quantitative aspects of recruitment cannot be meaningfully separated in policy terms.

56. Recognising the central role of teachers in educational innovation, the Education Committee decided, in 1970, to include in its annual programmes a series of activities dealing with various aspects of teacher policies at primary and secondary level. Although these studies tended to be of a qualitative nature, developments in teacher needs and recruitment were not neglected (12). The work was principally based on problems arising from the changing role of the teacher in primary and secondary education. The following problem areas were studied in depth:

(i) the new roles falling to the schools as a result of changes in society and their consequences for teachers;

(ii) new teacher tasks within the framework of new teaching-learning strategies which reflect the changing roles referred to above and long-term teacher needs in the context of teacher surpluses in certain areas;

(iii) new norms needed for initial and continuing training if the teacher is to be able to cope with these changes;

(iv) new possibilities of professional support, participation and career prospects from which the teachers may benefit in a renovated working context.

57. Each of these four major topics was taken up in a series of case studies on innovation and of general analyses of relevant research work reflecting a variety of experience in a large number of Member countries. The results of this work were discussed in a series of meetings of national experts and representatives which led to the preparation of a number of general analyses which have now been published, together with the case studies (13).

---

(9) This series of studies on teachers includes the following volumes:
- Austria/Greece/Sweden (1968),
- Denmark/Italy/Luxembourg (1968),
- Netherlands/Portugal (1968),
- Switzerland/Yugoslavia (1968),
- France/Ireland (1968),
- Germany/Belgium/United Kingdom (1969),
- Statistics: Canada, Spain, Iceland, Japan, Norway, Turkey, United States, (1969).

(10) *Quantitative Trends in Teaching Staff in Higher Education*, (1971).

(11) This study appears in Volume V of the series of documents from this Conference: *Teaching Resources and Structural Change*, (1971).

(12) See, for example, "Recent Trends in Teacher Recruitment" in Vol. II of: *The Teacher and Educational Change*, (1974).

(13) For new teacher roles see the general analysis and case studies published under the title *The Teacher and Educational Change*, Vol. I: *General Report*. For new norms for teacher tasks and education, see: (a) *New Patterns of Teacher Education and Tasks, General Analyses* (1974); (b) Series of case studies under the general title of *New Patterns of Teacher Education and Tasks*. Also: *Country experience: Sweden* (1974), *U.S.* (1974), *Belgium, France, United Kingdom* (1974); *The development of student-teachers. A comparative study of professional socialisation*. A fifth volume, *Teachers as Innovators*, will be published in 1975. A series of case studies dealing with teacher education will also be issued in two separate volumes.

00041

58. It was on the basis of the general conclusions of these various activities and of the interest which they evoked for policy-making that the OECD decided to organise the Intergovernmental Conference on Teacher Policies mentioned above. The Conference was prepared under the guidance of a Working Group of country representatives set up specifically for this purpose by the Education Committee. The Working Group report: "General presentation of the issues and topics for discussion" provided the main policy document for the discussions at the Conference. This was accompanied by a series of national reports specially prepared by Member governments as well as a series of discussion papers on the four main themes around which the Conference deliberations took place, namely:

— The changing context of the professional activity of teaching

— Changes in working conditions and in the need for teachers

— New standards for teacher education

— The consequences for costs and planning.

59. The Organisation invited teachers' associations to participate in the Conference and this contributed greatly to the realism of the discussions. Teachers' associations were represented more particularly through the Trade Unions Advisory Council to OECD, but also as members of individual national delegations to the Conference.

60. The working group of the Education Committee will meet in the Spring of 1975 in order to define detailed areas for follow-up to this work, based on the policy conclusions which emerged from the Conference (14). As a transitional measure for 1975 it is envisaged that work will focus on the preparation of a study of teaching staff at levely beyond compulsory schooling. This would be complementary to the studies being carried out by the OECD on options offered to young people beyond compulsory schooling.

IV. Curriculum development and educational technology and innovation

61. The work which has been undertaken in this area is in response to CERI's mandate to promote and support research and development activities which contribute to greater understanding of the change processes implicit in educational innovations, to the testing of such processes through promotion of international co-operation, and the dissemination of information about such innovations.

62. The major directions of the work in this field were delineated at the Cambridge Conference in 1969 which resulted in the report *The Management of Innovation in Education* and which set forth two general levels of concern for further work:

(a) strengthening national and international arrangements so as to ensure a continuing and effective change process, and

(b) analytical work and pilot experiments on specific issues critical to effective innovations in teaching/learning processes and strategies.

63. Relative to the first category, a series of *Case Studies of Educational Innovation at the Central, Regional and School Level* were developed. These have been summarised in a general volume titled *Strategies for Innovation in Education* (15). In essence, these case studies undertake a comparative analysis of educational change as it has been developing in OECD countries and contribute to better understanding of the basic strategies implicit in the planning and management of innovations in education. The issues and factors in change which have been identified through these studies now form the basis of the decentralised project on *International Management Training for Educational Change* which undertakes, through seminars and other activities within Member countries, to increase the capacity of these countries to initiate and carry out educational innovations.

64. Relative to the second category of activities noted above, CERI work has focused on issues in curriculum development and on more effective utilisation of teaching/learning systems and methods. In the case of the former, CERI has carried out a series of training seminars for curriculum developers in five Member countries with three additional seminars pending. These activities have endeavoured to identify the specific issues and factors which obtain in curriculum development in each country and to develop strategies for respond-

(14) The conclusions of the Conference are available in a separate document. They will be published shortly, together with an account of the proceedings of the Conference in a volume entitled: *Conference on Teacher Policies, General Report.*

(15) Based on this and other work a comprehensive statement embodying the agreed views of the OECD Education Committee has recently been issued under the title: *Policies for Innovation and Research and Development in Education.*

00042

ing to these problems. A further activity in this regard has focused on the preparation of a *Handbook of Curriculum Development* which analyses examples of innovations in this area in Member countries and aims to provide models and examples which may be of more general application. Two additional publications have emerged from this work *The Nature of the Curriculum for the Eighties and Onwards* (1973) and *Styles of Curriculum Development* (1972). These studies have drawn attention to the importance of specific aspects of change as they may be carried out at the school or local levels, reinforced by the detailed analysis undertaken under the *Creativity of the School Project*, which focused attention on the capacity of the school as an institution to innovate and analysed various factors and support structures necessary to such innovative capacity. School-based curriculum development has thus emerged as a major area on which work is currently focused. Parallel with this, the need emerged for closer attention to be paid to problems of evaluation, currently dealt with under the project on *New Approaches to the Evaluation of Educational Programmes*, which focuses on an examination of the use and nature of information and the process by which it is acquired in the assessment of educational programmes and innovations.

65. Work on the curriculum as such has been complemented by investigation of the problems of more effective utilisation of teaching/learning methods and technologies. The initial phase of work in this domain led to the publication of the report on *Educational Technology*, which focused on the relationships which exist and/or might be better developed between instructional technologies and the more basic aims and strategies of the teaching/learning processes. This report in turn formed the basis for more detailed work in two areas: (a) *the use of computers in education*, and (b) *the international transfer of teaching/learning systems and curriculum materials*. In the case of the former, the work of CERI has dealt with the use of computers at two levels:

(a) as an educational tool in higher education; and

(b) in the teaching of specific subjects at school level.

These activities have resulted in the establishment, respectively, of the Louvain Group in Belgium and the Edinburgh Computer Centre.

66. In its investigations into transfer, CERI established and carried out twelve pilot studies in the international transfer/adaptation of learning systems and materials into countries other than those for which these materials were originally developed. These studies were concerned with a system for teacher-training, a university level biology curriculum, and a mathematics curriculum for lower secondary school. The work has been diverted towards identifying the critical processes which are essential to effective transfer, establishing guidelines for such transfer, and towards the determination of national and international policies which are necessary to effective and substantial activities in this area. A series of case studies describing each pilot experiment and setting up guidelines for transfer and international co-operation in both exchange of innovations and in co-development work are now in the process of publication.

67. The practical nature of much of CERI's work in the foregoing areas requires that testing grounds for such innovations be established through projects which focus on educational problems in specific areas. Thus, a considerable amount of testing of innovations has been carried out under the Mediterranean Educational Innovation project, an activity under which pilot studies and zones in four OECD countries in southern Europe have been established.

V. Early childhood education

68. OECD concern with early childhood education originated from its earlier studies in the areas of compensatory education and equal educational opportunity, an example of which can be found in the published report *Strategies of Compensation: A Review of Educational Projects for the Disadvantaged in the United States*. Following a review of major trends in policy developments in this area undertaken in a number of Member countries, the current phase of this work stems from a conference organised by CERI in October 1973. The Conference was attended by national representatives from most OECD countries as well as by individual experts from the United States, Germany, Canada, France, the Netherlands and Denmark. It was organised round four themes: the transition from pre-primary to primary education; the compensatory role of pre-school education; educational provision for very young children; the involvement of parents.

69. The participants stressed above all the need for a broad approach to be adopted to the question of early childhood education. The acknowledged

00043

importance of this phase demands substantial improvements in the attention paid to it, in the training and remuneration of staff, and — perhaps most importantly — in the coordination of the various services which cater for children in this age group. This last requirement was seen as implying not simply closer departmental co-operation, but also the integration of planning activities and the development of policies which would actively reinforce each other. The dovetailing of educational and medical services was seen as the most obvious example. A publication entitled *Developments in Early Childhood Education*, based largely on papers contributed to the Conference, will be available shortly.

70. Following the Conference, and on the basis of the conclusions and recommendations emerging from the discussions, as well as further negotiations with the authorities in Member countries, a programme of work has been put into operation, consisting of two interlinked parts: (a) the further analysis of relevant policy issues, and (b) the establishment of a forum where the leaders of specific projects in individual countries could meet to exchange ideas and information and discuss their results with representatives from other countries. Invitations were therefore sent out to all Member countries to participate in this second part of the programme which resulted in the constitution of a Steering Group with members from some 14 countries. The Steering Group held its first meeting in October 1974 with the aim of finalising the structure of this part of the programme and of considering the projects submitted as candidates. At the present time, it is likely that 5 projects will form the nucleus, from the United States, Australia, Japan, the Netherlands and Scandinavia.

71. In February 1975, the first meeting of the project leaders will take place. They will hold technical discussions amongst themselves for two days, whilst the third day will be devoted to a joint meeting of the project leaders and the Steering Group to promote a wider dissemination of information on the projects, and to allow the members of the Steering Group to reciprocate with comments based on the experience of their respective countries. Further meetings are planned for autumn 1975 and spring 1976, with a major report appearing in 1976.

72. Meanwhile, three major policy issues have emerged which will be dealt with under the first part of the programme: the accelerated demand for full day-care of children; the transition from pre-primary to primary educational provisions, and the special problems faced by countries with a federal form of government where there is no central responsibility for educational policy. In tackling these issues, the Secretariat will attempt to overcome the traditional separation between 'child-care' and 'pre-school', and has already taken steps to ensure a close liaison with related activities on social and educational affairs within the OECD, especially with the programme on the role of women in the economy, as well as with other international organisations such as the Council of Europe.

73. The results of these analytical studies, together with those of the empirical experience in the countries under the developmental projects studied by the Steering Group, will be brought together in a final report as a basis for policy discussion by Member countries.

00444

COUNCIL OF EUROPE

00045

I. INTRODUCTION

1. The Council of Europe's progress report to the Eighth Session of the Standing Conference was submitted at a time when the objectives and methods of the educational work of the Council for Cultural Co-operation (CCC) were being reformulated in the light of recent and current developments. In two recommendations to the Committee of Ministers (Nos. 567 and 649) the Parliamentary Assembly of the Council of Europe had advocated the creation of a European Office of Education. The Committee of Ministers had referred these recommendations to the CCC for an opinion, and the latter had expressed the view that if provided with the necessary means it could itself progressively carry out the functions which the Assembly had in mind. In giving its opinion the CCC used the term 'focus for European educational co-operation' in preference to 'European Office of Education', since the latter could be held to imply the establishment of a large bureaucratic machine.

2. When the Assembly made its recommendations the CCC already had its working methods under review. In advising the Committee of Ministers on the reply to the recommendations, it put forward proposals for the consolidation of its work and gave a forecast of the resources it would need to meet the Assembly's wishes. The main new development which it proposed was the concentration of effort on *phased projects of intensified co-operation* designed to show results within a given period. The launching of *special projects*, which would be financed outside the normal CCC budget by interested governments and would thus provide great flexibility of operation, was also envisaged. Both these developments were mentioned in the progress report to the Eighth Session, but at that time they were still in the future. The Committee of Ministers subsequently replied to the Assembly in the sense recommended by the CCC, and means were provided for the inauguration of *seven intensive projects* (as they have now been designated) as from 1974. The CCC was authorised, within the limits of available resources, to engage full-time staff on contract for the duration of and at the expense of the projects. The first *special project*, in which 13 governments are at present participating, was set on foot in the same year.

3. A new stage has thus been reached in the educational work of the Council of Europe. Working methods have been adapted. But the progressive implementation of the new measures still lies ahead. The present report is therefore submitted at an important moment of initiation and development, though the pace of such development is naturally affected by the financial conditions in which governments find themselves.

4. At the request of the Committee of Senior Officials the report has been prepared in such a way as to give effect to the desire of the Ministers of Education, expressed in Resolution No. 2 of the Berne Conference, that they should receive at the Ninth Session of the Standing Conference a report on the initiation and progress of concrete examples of intensified European co-operation in education. It is no coincidence that the recommendations of the Parliamentary Assembly, the re-organisation of working methods by the CCC and the passing of Berne Resolution No. 2 should have happened within a short space of time. All these initiatives reflect a conviction that the time has come when the countries of Europe with a similar basic approach to educational questions should work actively together, rather than merely discussing common problems. The present report therefore falls naturally, indeed inescapably, into the context of the Berne Resolution. The main section will summarize the Council of Europe's endeavours to promote active co-operation between European countries in the educational field, and the report will conclude by bringing to the notice of the Ministers a few examples of co-operative activities which appear to merit special attention at the present time from the point of view of implementation at the national level.

5. Fundamental to the whole report is the need to work in mutually beneficial collaboration with the European Communities. The future course of the

00046

educational work of the Communities, following upon the decisions reached by the Education Ministers of the Nine at their meeting last June, will be for the Communities to decide in the light of their evolving needs, and the only assumption relating to it which the CCC has made is that it will be prosecuted in close conjunction with the furtherance of educational co-operation by the larger association of European nations to which all the members of the Communities also belong. This assumption rests on a basis not of political hypothesis but of practical need.

II. PROJECTS AND SERVICES

6. In this section emphasis will be laid on the seven intensive projects now in progress, but an account will also be given of the other ongoing activities which are still an integral part of the CCC's educational work. The continuing importance of these activities was stressed in the progress report to the Eighth Session and was recognised by the Standing Conference in Resolution No. 2 (1973). In addition to clearly defined services such as the dissemination of information and the promotion of educational visits and exchanges, the activities in question cover studies, enquiries and exchanges of views between responsible people working in different parts of the educational sector. Though subject to priorities no less than the rest of the programme these activities form a basic sub-structure for the intensive projects, which is indispensable for clarifying concepts, for establishing agreement on objectives and for finding the most practical ways, within these concepts and objectives, of achieving co-operation between diverse educational systems.

7. Projects and services, thus broadly defined, have a two-way relationship in the CCC's educational programme. The operation of a service may lead to the identification of a project. Conversely, the purpose of a project may be to test the advisability of establishing a new or extended service, to be operated either by the Council of Europe, or, indeed, by another international organisation, or by groups of member governments in direct collaboration.

8. Wherever possible, the account of such basic work will be combined in successive sub-sections with that of the intensive project to which it is most closely related, though the nature of the relationship varies and the basic work may have a distinct purpose of its own. In some cases, however, basic work cannot be related to one particular project and will therefore be described separately at the end of the section. It includes activities which arise directly from past recommendations of the Standing Conference, and which may lead to intensive projects in the future.

A. Permanent education

9. It is emphasised in the Council of Europe's report on the main theme of the Ninth Session that the principles of permanent education underlie the whole of the current educational programme of the CCC. They thus provide the key not only to the intensive project relating to permanent education itself but to others also. They are collectively enshrined in the concept of education as an integrated life-long process involving the systematic provision of educational opportunities throughout life. The concept has profound social significance, since it means investing education with the function of helping to re-mould society, instead of helping to maintain an existing social structure (though no new concept of education can of course be expected to re-mould society overnight).

Intensive project No. 1: Permanent education

10. Since permanent education, as understood by the Council of Europe, is thus nothing less than a new approach to the whole of the education process, it may be asked how it can itself be the subject of an intensive project. The factual answer to this question is given in the report on the main theme, which describes the origin and mode of operation of the project. From that description the reasons for the decision to carry out an intensive project on such a broad basis should also be clear. First, the project provides a running commentary on the different sectors of the educational programme. It is an influence working towards the cohesion of the programme in the light of underlying principles which, however, are not regarded as sacrosanct but are themselves re-examined as the project proceeds. Secondly, the project gives governments an opportunity of working together in the evolution of educational policies which will meet the changing needs of European society. It is this second consideration — the development of a technique of co-operation — which is especially relevant to the present report.

00047

11. Past experience in the CCC has shown that it is illusory to expect important alignments of national education policies to spring from mere comparative studies, whether in a broad or a narrow field. Such studies may have considerable value as sources of information, but their conclusions (if any) tend to do little more than reflect the measure of consensus which can be discerned in current practice. On the other hand, any attempt to erect in the foreseeable future a common European education system, even with wide local variations, would seem not only unrealistic but undesirable. Between these limits some effective means must be found of enabling European governments to move together towards the achievement of common educational objectives, learning from each other but preserving their national traditions and their freedom of action. This is what the intensive project on permanent education attempts to do. From the account of it given in the report on the main theme the following chief points emerge. First, the project rests on a conceptual foundation which was itself the result of study and consultation on a European scale. Secondly, there is continuous interaction between the concept, as elaborated by the project director in his forward-looking analysis entitled *Fundamentals For An Integrated Education Policy*, and the process of national innovation as exemplified by the pilot experiments which are selected annually for study and evaluation. Thus on the one hand the concept provides the basis for selecting and evaluating experiments, while on the other hand the experience gained from studying these experiments is fed back into the concept, which is systematically reviewed and developed. The progressive outcome of this two-way process is seen in the consolidated reports prepared annually by the project director, which sum up the findings not only of the previous year but of all the work done hitherto. Thirdly, the entire operation is supervised by a steering group consisting of educationists from member countries, and the evaluation of individual experiments is undertaken by visiting teams similarly composed. By the end of 1974 the programme of visits was in mid-course and a consolidated report containing the interim findings of the project was distributed to all governments. Five more visits are being undertaken in 1975, and the same number are planned for 1976 and 1977. A final report will be prepared and submitted to the CCC in 1978. It is envisaged that this report will be published in 1979, after scrutiny by a widely representative symposium drawn from policy makers in all member countries. Any further developments will be decided in the light of consideration of this report, the publication of which will mark the close of the present project. Whether or not the report leads directly to further measures of educational co-operation, it will establish guidelines for national education policies based on common experience and joint forward thinking. Meanwhile the project is yielding interim conclusions as it goes along, and is a working example of a technique of co-operation which could be more extensively applied.

Related work: Multi-media systems

12. It has already been pointed out that the whole of the CCC's educational programme is related to the intensive project on permanent education. There is, however, one part of the programme, at present small in dimensions, which has a particular relationship to the project and which at the same time merits attention in its own right. This is the work relating to the development of multi-media learning systems, particularly for application in courses constructed on a unit-credit basis.

13. The technicality of this subject should not be allowed to obscure its importance in the advancement of European education at the present time. This is due to two causes: (a) the progress of the media, and (b) the growth of emphasis on learner-centred education which is designed to meet the needs of individuals in a great variety of circumstances. The effect of the media as an instrument of learner-centred education is not necessarily positive. It can work towards undesirable uniformity. On the other hand the provision of educational opportunity throughout life on the scale required by modern society depends on the exploitation of the media and particularly on the use of multi-media systems (cf. the experiments carried out by the Swedish TRU Committee, the Open University in the United Kingdom, and the Telekolleg in the Federal Republic of Germany). This situation has led to the creation of a growing number of institutions concerned with the production and utilisation of multi-media systems. There is here both a scope and a need for European co-operation in ensuring the best use of large-scale resources. Sound criteria need to be established for the evaluation of multi-media systems. The media themselves have to be classified and evaluated from the point of view of their educational use. Unless a basis can be established now for European co-operation in these matters, the task will be more difficult later on, when national systems and institutions have pursued their own course. The possibilities of co-operation are

00048

considerable and could be progressively exploited. They could include the co-production of teaching materials, with the economies of scale which this would imply. It may be noted that the CCC has for a number of years promoted the co-production of educational films.

14. There is a close practical link between multi-media systems and the unit-credit construction of courses, since the educational needs which call for the combined use of media also call for a course system composed of units or blocks which can be combined with other units in a flexible way according to particular needs and circumstances. The combination of multi-media learning with unit-credit systems increases the scope as well as the need for European co-operation.

15. The programme in respect of multi-media learning systems now in course of execution under the supervision of the CCC's steering group on educational technology is concentrated on three inter-related objectives: the promotion of a network of co-operation between European institutions concerned with multi-media systems; the establishment of a methodology for the evaluation of such systems; and the realisation of one or more concrete examples of European co-operation in multi-media learning on a unit-credit basis. The only project relating to the third objective which has at present been actively pursued within the limits of available resources, is in the field of modern language learning by adults. This project, which involves complex problems of identification of needs and of production of materials and courses to meet those needs in different functional areas and at different levels of proficiency, has already made considerable progress. Much remains to be done, but it is hoped to see the establishment before the end of the present decade of a European language diploma in the form of recognised unit-credits, for which the teaching materials would be produced under a European classification. Besides its significance in the sphere of multi-media co-operation, the project has a much wider importance in terms of promoting the learning of modern languages, as a means towards European unity, since it will facilitate the work of those whose task it will be to strengthen European ties in a wide range of professions and undertakings.

16. The steering group on educational technology has also been responsible, in collaboration with the CCC's Committee for Higher Education and Research, for an enquiry into the feasibility of setting up a European Institute for Multi-Media Distant Study Systems in Higher Education. The purpose of the Institute would be to promote co-operation between national organisations operating in this field, and to assist them in their work. Following an initial favourable report, a further enquiry was undertaken to establish realistic costing on the basis of alternative sites. A decision in the light of this further enquiry has yet to be taken by the Committee of Ministers of the Council of Europe. If and when the Institute is established, its cost will be met by the participating governments.

B. Information and educational research

Intensive project No. 2: EUDISED

17. EUDISED stands for European Documentation and Information System for Education. The intensive project carrying this name is thus concerned with the provision of a basic service, without which the further development of European educational co-operation may be stunted. The need for this service — the organised exchange of information on educational matters — was first stressed in Standing Conference Resolution No. 5 (1962). While the details of the project are technical, the requirement which it is intended to serve is not. It is essential that this requirement should be clearly understood.

18. The main present and future need in Europe, as elsewhere, in the field of educational information is not so much for bigger and better documentation centres as for efficient systems of retrieval and dissemination: that is to say, for systems which will enable users to identify and locate the best and most relevant sources for their purpose, whatever it may be, in the mass of documentation which exists and which is continually being augmented. This need is found first and foremost at national level. The growth of the problem and the inadequacy of existing means of solving it have led a number of European countries, within the last decade, to launch computerised projects. The use of the computer in such projects is for the storage and supply on demand, of relevant information about documentary material in selected fields to enable users to locate the material they may require. Systems of this kind are well established in some areas of science and technology, but in the educational field, which is particularly complex, they are still in their early stages. Experience has shown that their efficiency, in contrast to the inadequacy and costliness of

00049

systems based on traditional methods, repays the expense and labour entailed in setting them up. In future they will be a necessity in many fields, including that of education.

19. The installation of national computerised systems raises a European problem and creates a European opportunity. If national systems were left to go their different ways, inter-communication between them could not take place. Uncoordinated national development would thus not only fail to improve but would impede the flow of information between European countries on educational matters. If on the other hand the basis of inter-communication between national information systems in education could be established, the foundation would be laid for a European information system comparable to the ERIC system in the United States. The progressive realisation of the system would thereafter depend on the development of national agencies and the extent of their subsequent co-operation.

20. The EUDISED project, which is under the supervision of national experts nominated as delegates to the Committee for Educational Documentation and Information, has two aims. The first, which is now virtually complete, is to establish the basis for inter-communication. The second, which should be completed by the end of 1975, is to carry through the experimental stage of an operative system of interchange in specific areas — educational research, educational media, and the abstracting of educational material in periodicals.

21. The two essentials for inter-communication are the preparation of a multi-lingual thesaurus and an agreed machine-readable format and standards. The purpose of the thesaurus is to enable the indexing and retrieval of all educational material to be carried out on a common European basis. The EUDISED thesaurus has been published in English, French, German and Spanish versions (Mouton: Paris and the Hague). A Dutch version is being prepared, and a Portuguese version has been published by the Brazilian Ministry of Education. The function of the format and standards is to provide for the interchange of computerised records in respect of both book and non-book material.

22. It may be said that all that the EUDISED project has done so far is to make something possible. This is largely true, but it cannot be emphasised too strongly that the project has laid the foundations for all further development in the fields with which it is concerned. The project has proceeded in distinct stages: from the feasibility studies to the elaboration of the two main instruments, the thesaurus and the format; and from there to the simulation exercises of 1974 and 1975, which will train national agencies to work together within the system and will at the same time show what the results of the implementation of EUDISED in the various fields would be. Thought has already been given to the next stage which is the full implementation of EUDISED. In co-operation with the Commission of the European Communities and their Committee for Information and Documentation on Science and Technology (CIDST) the Bureau of the Council of Europe's Committee for Educational Documentation and Information has drawn up a draft programme for the years 1976 to 1978 which is now before the responsible bodies of both organisations for further consideration. On the basis of an estimate of costs carried out by an expert, the European Communities will consider how far they could finance the technical EUDISED functions which have to be carried out centrally. The non-member States of the Communities wishing to join EUDISED would have to contribute to this budget accordingly. The Council of Europe would retain the function of co-ordinating the system through meetings of national experts and through commissioning studies on the possibilities of its further development. Under this arrangement it is envisaged to implement EUDISED fully in the three-year period from 1976 to 1978 in three main fields: information on educational research and development, cataloguing of non-book material suitable for use in education, and abstracting of articles on education in periodicals.

Related work: educational research co-operation

23. In addition to conducting the EUDISED project, the CCC has promoted the direct exchange of educational information between European countries, also in pursuance of Standing Conference Resolution No. 3 (1962). Up to the end of 1974 the *Documentation Centre for Education in Europe*, which owes its existence to this Resolution, issued regular *News Letters* summarising current developments in education policy in member States and published an *Information Bulletin* on the educational work of the Council of Europe itself. These publications are being continued with certain modifications under the new publications policy of the Council of Europe. In the field of educational research a special effort has been made in pursuance of Standing Conference Resolution

000 50

No. 3 (1964), which recommended the establishment, in conjunction with the *Documentation Centre*, of a service for collating and distributing information on educational research carried out in member countries. As the Resolution implicitly recognised, the implementation of this recommendation depended on the adequate functioning of services at national level. Slow progress in the years following the Fourth Conference in 1964 was due to the fact that in most countries such services did not exist or were only rudimentary. National administrations have increasingly recognised the need for such services, and this recognition has been stimulated by the Council of Europe's endeavours to promote European interchange. As a result of efforts made since 1971 co-ordinated national surveys are now published annually and biennially by thirteen countries. It is because of the national infrastructures thus established that the first attempt to operate the EUDISED system will be made in this field.

24. General European exchange of information on educational research has not however been regarded as an end in itself. The Fourth Conference looked upon it as the first step towards the more detailed exchange of research findings on particular problems of common interest, leading to co-operation in the planning and prosecution of research in suitable areas and ultimately perhaps to the launching of joint research projects by groups of countries. The work of the CCC's Committee on Educational Research is still in the second of these stages: seven *educational research symposia* and two *colloquies of directors of educational research organisations* have been held. The Committee is at present looking towards the third stage, though it is thought that joint transnational research projects are still some way in the future. The CCC has also commissioned, on the Committee's recommendation, six "trend reports" whose object is to assess recent European research in particular educational areas in terms of the conclusions reached and their practical implications. A new activity, which has just been started, is the organisation of "contact workshops". These will enable directors of educational research projects working in the same field in different countries to meet every year or second year in order to compare their hypotheses, methods and results and to draw conclusions for the future development of their work. Subject to the outcome of the first meetings, it is considered that this technique of co-operation could be more generally used by European governments and agencies on their own initiative and could be extended beyond the field of research.

C. Pre-school and primary education

25. The Council of Europe's current work in this field stems from Standing Conference Resolution No. 3 (1969), which emphasised the importance of pre-school education and of child-centred primary education in developing the human personality and in giving reality to the principle of equality of educational opportunity. Both these principles are at the heart of the concept of permanent education. Since the time of the Versailles Conference in 1969 national governments have become increasingly conscious of the importance of pre-school education as a formative influence and thus as a key factor not only in education but in the development of society. In most countries massive expansion in the provision of pre-school education has taken place or has been announced. This emphasis is reflected in Resolution No. 2 (1973) of the Berne Conference, in which 'pre-school education and its links with primary education' is named as a priority area for intensified European co-operation. In accordance with the Berne Resolution, the CCC's current programme in the pre-school and primary field is concentrated mainly on pre-school education, which is the subject of an intensive project and of related on-going work. At the same time selective studies in the primary sector are being pursued. It may be noted that the intensive project on permanent education has already produced an evaluation of certain national innovations in child-centred primary education.

Intensive project No. 3: Pre-school education

26. Once again the object of the endeavour is to assist member governments to move together towards the achievement of common objectives, within the framework of their own systems and traditions. The implementation of the project, which is in the hands of a full-time programme adviser appointed on contract, is planned to terminate with recommendations to the CCC in 1978. The stages in the programme, though they vary in detail as between the constituent parts of the project, are essentially as follows: collection of information from member countries; preparation and consideration of a preliminary report by the programme adviser; visits by a team of experts to study and evaluate selected national innovations; preparation and consideration of a consolidated report by the programme adviser; submission of recommendations to the CCC's Committee for General and Technical Education and thence to the CCC itself. At the conclusion of each stage of

00051

the project, a report on the interim findings will be distributed to all governments.

27. The three constituent parts of the project are concerned respectively with pre-school education in its relationship to primary education, with pre-school education in rural areas and with pre-school education for children of immigrants. The first of these constituent parts, which accords precisely with Resolution No. 2 (1973), is designed to help governments to ensure that there is no sudden break in a child's psychological development at this crucial period. It should be noted that pre-school education in some countries is not at present in the hands of Ministries of Education. The second part deals with what is a major problem in many European countries — the danger that children in sparsely populated and particularly in rural areas will be permanently handicapped by lack of educational provision at the earliest stage. The third part, the importance of which was confirmed by the ad hoc Conference on Migrants' Education (held in Strasbourg in November 1974 under the joint auspices of the Standing Conference and the Council of Europe), is similarly concerned with a major problem in many European countries. In this case the first stage in the programme will be a detailed study in three or four member States of the factors which influence the entry into pre-school education (which is nowhere compulsory) of the children of immigrants.

Related work

28. Side by side with the intensive project described above, studies are being conducted into the remedial role of pre-school education and into the relationship between parents, pre-school authorities and social services. Compensatory education for the disadvantaged was named in Resolution No. 2 of the Berne Conference as a priority area for intensified co-operation in its own right.

29. On the research side, co-operative studies into alternative criteria for evaluating pre-school experiments are being carried out as the result of a *symposium* held in Finland in 1971 and of a *trend report* commissioned on the recommendation of the Educational Research Committee from Professor K.-G. Stukat, Göteborg University. Seven researchers from various member countries have contributed national reports and papers on special problems; these will be published together with the recommendations arrived at by this group of researchers.

D. Education of the 16-19 age group

30. This subject was the main theme of the Eighth Session of the Standing Conference which was held in Berne in 1973. In the Resolution resulting from the discussion of the main theme (Resolution No. 1) international organisations were invited to pursue studies and research on the needs of the 16-19 age group. In Resolution No. 2 further development of policies for the education of the 16-19 group was named as a priority area for intensified co-operation.

31. The reason for this emphasis is not hard to see, since the period which in most European countries immediately follows the end of compulsory schooling is of pivotal importance in the context of permanent education. The problem which faces national education authorities in planning for this period is essentially that of achieving cohesion of purpose in meeting a great diversity of needs. On the one hand, provision has to be made for those who are continuing their schooling with a view to entry into higher education. On the other hand, continued education has to be provided, full-time or part-time, for those who intend thereafter to go straight into a wide variety of occupations, or who may already have done so at the age of 16. This education must of necessity be very diverse, but it must not be narrowly conceived. It must have sufficient breadth and cohesion to equip young people both to meet the demands of further training and retraining in the context of their jobs and, more generally, to return to education later on for the pursuit of higher or wider studies, should they wish to do so.

Intensive project No. 4: Technical and vocational education

32. In playing its part in the follow-up to the Resolutions of the Eighth Session the CCC has decided to concentrate its present efforts on an intensive project in the field of technical and vocational education. While the problems arising even within this field are very complex, they reveal a scope and a need for European co-operation in working towards agreed objectives. Technical and vocational education came into being in nearly all European countries in a somewhat haphazard manner to cope with problems arising out of rapidly developing economies and increasing industrialisation. The whole basis now has to be re-thought. Diversity must remain, but rigidity and fragmentation must be replaced by

00052

breadth and flexibility in the pursuit of conscious aims. Many old divisions must be broken down. It was this which the Ministers had in mind when they called for co-ordination between general and vocational education in Resolution No. 1 (1973).

33. The aim of the intensive project, which is operational as from 1975, is to tackle the problem outlined above from three angles. First, a study is being undertaken in order to ascertain, from an analysis of the various types of occupational mobility in present-day Europe, the best ways of combining specific training with a general grounding so as to increase adaptability. Secondly, an evaluation will be made of current innovations in unit-credit systems in the field of technical and vocational education, and of their possible development. This will be closely co-ordinated with the work on unit-credit systems elsewhere in the programme. Thirdly, co-operative studies are being undertaken of training in particular fields, such as agricultural and para-medical training. These studies should lead not only to closer European co-operation in the provision of training in the areas concerned but to the establishment of an agreed training basis for new vocations as they emerge.

E. Equivalence and mobility

34. While it is true that the principles of permanent education provide the conceptual framework for the entire programme, the CCC, as an organ of the Council of Europe, is deeply concerned with the promotion of European unity in and through education. This is regarded as an objective in its own right and is the priority aim of some of the CCC's activities, especially in the higher education sector. Of particular importance in this context are the intensive project on equivalence and the *special project mobility*. Both these projects originate from Resolution No. 2 (1971) of the Brussels Conference, at which the Ministers dealt fully with the subject of mobility in higher education.

Intensive project No. 5: Equivalence

35. The importance for European unity of a system of equivalence of degrees and diplomas — that is to say, of a comprehensive arrangement or arrangements whereby the degrees and diplomas awarded in one European country are recognized in others for the purpose either of initial or further study or of exercising a profession is indisputable. The establishment of such a system is, however, extremely difficult, as experience has shown.

36. This does not mean that progress is impossible, but merely that it depends upon a high degree of mutual knowledge and understanding between national governments and responsible authorities. This is a pre-requisite of formal recognition — and in some cases makes such recognition unnecessary. It is the purpose of the intensive project on equivalence to promote that knowledge and understanding, first by the establishment of a network of interlinked national equivalence information centres; secondly by seeking to secure agreement on guidelines (as opposed to detailed minimum requirements) for the level of attainment in certain subjects taught at university level; thirdly by the encouragement of bilateral and multilateral arrangements between member countries.

37. The intensive project in no way conflicts or interferes with the plans of the European Communities for the mutual recognition of professional qualifications between its member States. The purpose of these plans is to establish a basis on which men and women qualified to practise a profession in one country will have the legal right to practise it in others. The CCC's intensive project has no direct connection with questions of juridical status. It is concerned exclusively with recognition of school leaving certificates, periods of study and academic qualifications, for purposes of initial or further study or an academic career. The knowledge and understanding which it will promote will, however, help to ensure *de facto* European recognition of qualifications for many professional purposes, and should also be of assistance to the Communities in defining the academic standards which are now acknowledged to be a relevant factor in establishing the *de jure* equivalence of professional qualifications among the Nine.

38. One of the basic elements in the project is the establishment, in response to a specific recommendation in Resolution No. 2 (1971), of national equivalence information centres. Their purpose will be twofold. First, they will obtain from domestic sources, for transmission to other centres and to the Council of Europe, information relevant to the comparability of national courses with similar courses elsewhere in Europe. Secondly, they will obtain from other centres the same type of information concerning their respective countries, for the satisfaction of domestic enquiries. After much preparatory work, a formal recommendation for the establishment of a network of centres has been addressed to governments. The remaining steps to

00053

be taken during the life of the project, which is due to terminate at the end of 1977, are the setting up of these centres and agreement on the details of their working methods and ways and means of mutual co-operation. The centres may of course be based on existing institutions. They will have a direct effect on mobility of staff and students in higher education, since it is often only lack of information about the true nature of qualifications which impedes the ready acceptance by academic authorities in one country of staff and students from another.

39. In addition to this, two volumes of a *Comparative repertory of European qualifications* have been published under the auspices of the Council of Europe, and a collection of all equivalence arrangements (bilateral agreements as well as unilateral decrees) is being prepared. Attempts are also being made to make the texts of certifications and diplomas somewhat more explicit. The Council of Europe has also published information about bogus degrees which a few European countries at present have no legal means of preventing.

40. A further important element in the project, on which valuable progress has been achieved, is the attempt to reach agreement on levels of academic attainment in pharmacy, medicine and dentistry. Other subjects will follow.

Special project: Mobility

41. Apart from problems of equivalence, there are at present a number of impediments to European mobility in the higher education sector. The purpose of the project entitled *Special Project Mobility* is to identify these and to promote measures by which they can be overcome. The project is also a direct outcome of Brussels Resolution No. 2 (1971). It is the first CCC special project to be put into operation, being financed by contributions from thirteen participating governments outside the normal CCC budget. These contributions are for an operating period of two years in the first instance. The project was started in 1974. It has a distinguished French director, who is supported by an Austrian administrative assistant — each provided by their countries as contributions to the scheme. The work is supervised by a steering group consisting of representatives of participating countries. Officials of these countries, not necessarily the same as the members of the steering group, have been nominated to handle the project at national level.

42. The project is concerned only with teachers in higher education, with postgraduate students and with research workers. Even within this restricted field it is necessary to concentrate on problems of major importance. A particular impediment to mobility at present is lack of co-ordinated sources of information in member countries about openings and facilities (including scholarships) available for foreign nationals in other countries. Then there are obstacles in different countries of a legal, financial and administrative character, some of which are likely to prove more intractable than others. The purpose of the project is to formulate recommendations to governments for the removal of obstacles and to lay the foundation for a European information system. It will be appreciated that the range of information required in this context is different from that needed in the context of equivalence. The co-ordination or unification of the two systems at national level would be a matter for consideration by individual governments.

43. The project is being pursued in co-operation with the Commission of the European Communities, and the basic set of questions addressed to participating countries has been prepared jointly.

Related work

44. As indicated earlier, much of the CCC's educational work is relevant to the question of mobility. Directly related work in the higher education sector arises from the concern of the Committee for Higher Education and Research to ensure that the *numerus clausus* restrictions which are traditional in some countries and which are being increasingly forced on others do not result in the exclusion of foreign students. The same Committee has also been concerned to ensure the common interpretation of the *European Convention on the Equivalence of Diplomas leading to Admission to Universities*. Finally, an activity in the higher education sector which is directly related to mobility and which has considerable importance as a new development in European educational co-operation is the *Council of Europe Higher Education Scholarship Scheme*. Under this scheme, which was inaugurated in 1973, several member countries have offered post-graduate scholarships. The role of the Council of Europe has been to determine common criteria for these scholarships, to make them known to other countries, and to co-ordinate the scheme as a whole.

45. Outside the higher education sector, there is a scheme for teachers' bursaries which has now been

00054

in operation for some years and is designed to promote mobility in the key area of in-service training of teachers. An account of this scheme will be given later in the report.

F. Curriculum reform in higher education

Intensive project No. 6: Curriculum reform in higher education

46. Curriculum renewal in higher education is as essential as in other educational sectors. Special importance is lent to it by diversification and by the development of new teaching methods. Experience has shown that curricular rigidity can be a potent cause of student unrest. The CCC's present activity in this field is concentrated on an intensive project which is designed to test the possibilities of co-operation between member countries in two specific directions. First, a European register of selected curriculum reform experiments in higher education will be published on a trial basis. This is intended as a loose-leaf publication to be kept up-to-date. It is not related to particular disciplines but to innovations in curricular methods which are likely to be of interest to a number of European countries. The field has been surveyed and national curriculum reform trends have been analysed. Secondly, an attempt will be made to initiate joint evaluation of curriculum reform in selected disciplines. In each case institutions of higher education engaged in particular innovations will be asked to prepare detailed descriptions of their experiments following a uniform pattern of presentation. These case studies will be followed by workshops at the institutions in question (on the lines of those being undertaken in educational research), at which representatives from European countries engaged or interested in curriculum reform in the same discipline will be able to learn from each others' experience. In some cases the host institution might assume a continuing European rôle for the maintenance and development of contacts. The project is planned to continue until the end of 1977. It is hoped that the activities which will be initiated during its lifetime will prove to have lasting value and will lead to wider spontaneous co-operation in curricular matters between European institutions of higher education. The relevance of the project to the problem of equivalence will be obvious, though this was not the context in which it originated.

G. Adult education

Intensive project No. 7: Adult education

47. In view of the account given in the Council of Europe's report on the main theme, little need be said in the present report about the CCC's programme in the field of adult education. It may be briefly recalled that work is almost entirely concentrated on an intensive project which is designed to give guidelines for European countries on the organisation, contents and methods of adult education and on the training and re-training of adult educators. It is appreciated that systems and methods will continue to show great diversity both between and within countries, but it is considered that this is, if anything, an additional reason for joint forward thinking on the ways in which adult education in Europe can be rationally planned in the light of the concept of permanent education, with its emphasis on the development and full expansion of the human personality throughout life.

H. On-going work not related to particular intensive projects

48. It was explained at the beginning of this section that there was some on-going work in the CCC's educational programme which could not be related to particular intensive projects, though it might lead to such projects in the future. Thus in the higher education sector important studies are in progress with the object of comparing and assessing the efforts of particular countries to surmount the organisational problems created by the diversification of tertiary education. In the sector covered by the Committee for General and Technical Education, exclusive concentration on the two intensive projects with which the Committee is concerned would leave almost entirely out of account the period of compulsory schooling. Selective studies and enquiries relating to the compulsory schooling period are accordingly being conducted in the areas of curricular development, of assessment and guidance, and of teacher education. All these areas are kept under review by the Committee. Special mention may be made of the in-service training of teachers, for which national correspondents were appointed in 1972. Though rightly regarded as an integral part of teacher education as a whole, this area offers particular scope for European co-operation at the present

CC055

time. This is demonstrated by one development which may be considered a significant step in the strengthening of European links through educational contacts. A system of bursaries has been established which enables limited numbers of European teachers to take part in the in-service courses arranged by other countries for their own teachers. This is still in its early stages, but has so far met with success. The presence of teachers from other countries has been described by course organisers as adding a new dimension to the course.

III. EXAMPLES OF CO-OPERATION

49. This report has been designed to show that the Council of Europe's educational programme as a whole is geared to the promotion of intensified co-operation, and that the development of intensified co-operation depends upon a sub-structure of investigation and enquiry. This point may be illustrated by the example of modern languages. European countries are today making great efforts in the field of language teaching and as a result, in this field, they are in constant contact with each other. Where an organisation such as the Council of Europe can help, is in exploiting possibilities of co-operation on a European scale in particular areas in which careful study and preparation show such co-operation to be feasible and useful. One such area, to which reference was made in the previous section, is the teaching of modern languages to adults who will require them for functional purposes. Two other areas which the CCC is currently investigating are the conditions for the development of modern language teaching at primary level and the inclusion of a greater modern language element in technical and vocational courses.

50. In fulfilling its role in the future the CCC sees one of its functions as that of promoting new forms of contact and co-operation between national governments and agencies, which may then be taken over or developed by national authorities on their own initiative and in which the Council of Europe may or may not have a continuing role to play. One example of this kind of activity is to be found in the workshops which are being tried out in the fields of educational research and of curricula in higher education. The Council of Europe itself only has the resources to mount very few such workshops and possibly to give help in the mounting of some others. The practice could however be extended by national governments and agencies for their mutual benefit, in areas in which innovations are taking place in several countries. In the same context, the flexible technique of *special projects* seems to offer promise of development, subject to thorough preparation in each case. As already indicated, these projects are separately funded from the start by governments which regard it as in their interests to participate. After an initial period the projects can of course be terminated. Alternatively, they can be continued on their original basis, if that is what participating governments desire. A third possibility is that they may be entirely taken over by governments acting in collaboration, with the Council of Europe playing no further part. There is no reason why a project should not be taken over and developed by the European Communities if it proves to have special value in a Communities' context.

51. It should be noted that the launching of special projects is only made possible by the separate existence, within the Council of Europe's budgetary arrangements, of the Cultural Fund, which is used to finance the CCC's activities. The existence of the Fund also makes possible voluntary contributions by individual Governments towards the work of the CCC, as well as the participation in that work, on a full and equal basis, of some European States which are not members of the Council of Europe.

52. The effectiveness of the Council of Europe as an agent and promoter of co-operation requires that two conditions should be satisfied. First, the CCC must be given sufficient resources to maintain the substructures on which its effectiveness in promoting European co-operation depends. Secondly, member governments must be ready to play their part in taking the measures which are necessary at national level if genuine co-operation is to be achieved. With this latter consideration particularly in mind, the following examples of intensified co-operation are submitted as meriting the special attention of the Standing Conference:

(i) *Equivalence and mobility*

This is an intractable field in which international organisations are not infrequently criticised for failure to make progress. On the other hand, national authorities rightly resist anything which they may regard as attempts to impose uniformity on their academic courses and qualifications. In these circumstances progress can only be achieved on the lines laid down in the intensive project on equivalence and in Special Project Mobility. These projects

00056

can, moreover, be of service to the Communities. But they will only come to fruition if national governments follow them through, notably by making systematic arrangements for the reciprocal provision of information. It is very much in their own interests that they should do this, since the information is required for domestic purposes. Mobility in key areas can also be assisted by reciprocal exchange schemes such as the Council of Europe Higher Education Scholarship Scheme and, on a much smaller financial scale, the Teachers' Bursaries Scheme. The development of these schemes and perhaps others like them is in the hands of governments.

(ii) *EUDISED*

Here too the co-operative efforts already made by governments can only come to fruition if the necessary services are progressively astablished at national level. A number of member governments have created national EUDISED committees in which all agencies concerned by or interested in EUDISED activities are represented. The main topics with which these national committees have so far dealt are: the distribution of functions at national level; general co-ordination; the training of documentalists; the development of bibliographical control instruments etc. The committees have proved of great value in building up the national infrastructures on which any improvement of the flow of educational information — whether national or international — must depend.

(iii) *Development of multi-media learning systems*

This is an area in which European co-operation could be greatly developed both in the practical application of the principles of permanent education and in the promotion of European unity. The CCC has for a number of years sought to establish such co-operation, but limited funds have restricted progress to a narrow front. What is needed here is not action at the national level, as in the case of the two previous examples, but co-operative action which would serve national as well as European interests (including the interests of the European Communities). Such action could be directed towards the reinforcement of the project for modern language learning by adults and also towards the activation of similar projects in other fields. The proposal to establish a European Institute for Multi-Media Distant Study Systems in Higher Education merits special attention in this context.

00057

EUROPEAN COMMUNITIES

00058

I. INTRODUCTION

1. The development of educational co-operation within the Communities during the period under review has been marked in particular by a second meeting of the Ministers of Education of the Member States. The framework of a first programme of co-operation in the field of education has been laid down and an Education Committee has been established to foster action in selected priority areas. Over the period, there has also been a further strengthening of relations with the international organisations active in this field, including in particular the Council of Europe, the OECD and UNESCO. Opportunities for further collaboration have been examined and reference is made in this report to *specific projects* in respect of which joint action by the Commission and the Council of Europe has already been established.

II. GENERAL DEVELOPMENTS

2. The report from the European Communities to the Eighth Session of the Standing Conference was made as the Communities were on the point of enlargement from six to nine Member States, and the work in the field of education and training which was described in the last report has been developed within this larger framework.

3. At the beginning of 1973, education was brought for the first time explicitly within the portfolio of a Member of the Commission. At the same time, within the services of the Commission, a Directorate for Education and Training was created within a new Directorate-General for Research, Science and Education.

4. In February 1973, the Commission received a report which it had invited Professor Henry Janne, as an independent expert, to prepare as an indication of the directions in which a future Community education policy might be developed. The report which Professor Janne had completed in the light of extensive discussions with distinguished educationists in Western Europe, was subsequently distributed widely by the Commission to stimulate public interest and further discussion on the subjects involved.

5. In March 1974, the Commission submitted to the Council a detailed communication concerning the scope for action in the education field, and this communication was taken into account by the Ministers of Education of the nine Member States when they met within the framework of the Council on 6 June 1974.

6. The report to the Eighth Session referred to the emphasis placed by the Heads of State and Government in 1972 on the fact that economic expansion is not an end in itself, and that it must lead to an improvement in the quality of life. This concern was reflected in the Resolution adopted by the Ministers of Education at their June 1974 meeting (1) when they confirmed the need to institute European cooperation in the field of education and their determination to achieve it by progressive stages. They selected a series of priority spheres of action on which attention would be concentrated at the present stage.

7. The intention is not to seek the harmonisation of education systems or policies as an end in itself. Co-operation will take account of the differing traditions of individual countries and the diversity of their respective educational policies and systems.

8. The priority spheres identified by the Ministers are as follows:

— better facilities for the education and training of nationals and the children of other Member States of the Communities and of non-member countries;

---

(1) The text of the Resolution is appended.

00059

— promotion of closer relations between educational systems in Europe;

— compilation of up-to-date documentation and statistics on education;

— increased co-operation between institutions of higher education;

— improved possibilities for academic recognition of diplomas and periods of study;

— encouragement of the freedom of movement and mobility of teachers, students and research workers, in particular by the removal of administrative and social obstacles to the free movement of such persons and by the improved teaching of foreign languages;

— achievement of equal opportunity for free access to all forms of education.

An Education Committee, comprised of representatives of the Member States and of the Commission, was established to develop action in these several fields and it began its work in the autumn of 1974. The Committee is required to report back to the Ministers by 30 June 1975.

9. The paragraphs which follow contain more detailed reference to these topics as well as to activities in relation to mutual recognition of professional qualifications in the context of the freedom of establishment of members of the liberal professions, and to other developments of relevance in an educational context.

III. SPECIFIC DEVELOPMENTS

10. The following paragraphs cover

A. The education of the children of migrant workers

B. Mobility in relation to secondary education

C. Co-operation in relation to higher education

D. Documentation and statistics

E. Mutual recognition of professional qualification

F. Vocational training

G. Environmental education.

A. The education of children of migrant workers

11. In its Resolution of 21 January 1974 concerning a social action programme for 1974-76 the Council of Ministers gave priority to the establishment of an action programme for migrant workers and their families. Moreover, the Ministers of Education, at their meeting in June 1974 proposed that priority measures in the field of educational co-operation should include better facilities for the education and training of nationals and the children of nationals of other Member States of the Communities and of non-member countries.

12. A decision of the Council of Ministers on 27 June 1974 enables the Commission now to grant aid from the European Social Fund for additional expenditure arising from educational courses designed for migrant workers' children. The Social Fund can also support measures to facilitate the training and further training of social workers and teachers responsible for educating migrant children. Under this heading, the Social Fund bears half of the cost of projects undertaken by public or private organisations, on the basis of the conditions laid down in current Community regulations.

13. The Commission submitted to the Council early in 1975 an action programme for migrant workers and their families. In this programme the Commission has proposed that in relation to the education of migrant workers' children efforts should be concentrated on:

— the development in the Member States of reception and accelerated classes to assist the migrant children to settle into the new lingustic and educational environment;

— the provision for education in school time so as to preserve the original culture and mother tongue;

— the recruitment from the emigration countries and adequate training of teachers responsible for the education of migrant children;

— the exchange of information and instructional aids, as well as research and pilot schemes in teaching methods;

— the development of assistance activities outside school hours by social workers;

— equal treatment for migrant children in the award of study grants and similar assistance.

14. The Commission is accordingly formulating specific proposals in this context for submission to the Council.

00060

B. Mobility in secondary education

15. The free movement of persons across the boundaries of Member States is fundamental to the concept of the European Community, and the EEC Treaty contains explicit provisions relating to the movement both of those who are in employment and those who are self-employed. Teachers, however, do not benefit from these provisions insofar as they are employed in the public service. If, therefore, steps are to be taken to make it easier for teachers to move to another Member State and extend their professional experience co-operative action is necessary.

16. The Commission is currently engaged in surveying the existing schemes for mobility within the Community, and has been especially interested in the developing consortia of local and regional educational authorities which organize the movement of teachers and pupils between their respective areas.

17. Traditionally, there has been a tendency for the teaching and learning of foreign languages to be regarded as the primary field for which mobility of pupils and teachers could serve a useful educational purpose. The Commission regards it as desirable for other disciplines to be taken into account in planning any extended provisions. However, while recognising that the long-term goal should be greater scope for organized educational opportunities for pupil or class mobility, the Commission has suggested to the Education Committee that the first emphasis should be placed on teachers and others, such as inspectors, who are the "multipliers" of opportunities for pupils to gain international experience.

18. The Commission is preparing a descriptive survey of the initial and in-service arrangements for the training of teachers within the Communities. From such an information base it should be possible to stimulate an increase in the opportunities for teachers to obtain some first-hand professional experience of the educational systems of other Member States, both from a pedagogical point of view and as a contribution to an increased European consciousness within national teaching processes.

19. An important contributory factor in the success of arrangements for extending opportunities for the movement of teachers and students within the Community is the active support of those involved in various ways in the administration of the education services in the different countries at national, regional or local levels. There is increasing interest in a sharing of experience among inspectors and other advisory staffs, but there are few organized arrangements at present to make it possible for them to make visits to other Member States. The Commission has therefore suggested the development of a pilot scheme for movement of this kind as a preliminary step to the elaboration of a continuing programme of interchange.

C. Co-operation in relation to higher education

(i) Mobility of teachers, students and research workers

20. The Commission has continued to encourage schemes for the mobility and interchange between staff and students specialising in the study of contemporary European developments and a number of different initiatives has been taken in this field. In the nuclear field grants are awarded by the Commission to promote the exchange of scientists and engineers between the teaching institutions of one member state and the nuclear research centres in another.

21. As a part of its contribution to the present discussions of the Education Committee, the Commission is undertaking detailed studies in the higher education field concerning the mobility of students. At the undergraduate level a study has been commissioned of the existing constraints on mobility. The different schemes aiming to stimulate mobility will be surveyed and a study will be made in particular of schemes involving course credits or modular arrangements. At the post-graduate level, the Commission is collaborating with the Council of Europe in its special project mobility, the initial data for which are being collected jointly. The project seeks to identify the administrative, legal, financial, and psychological barriers to the movement of postgraduates and to put forward proposals for the solution of some of the problems raised.

(ii) Academic recognition of diplomas and periods of study

22. The Commission is engaged in collating information about multilateral, bilateral and unilateral arrangements within Community countries for the recognition of qualifications. In 1973, a first

00061

volume of such agreements was prepared for the consideration of Member States and work is now in progress to update and extend the original studies.

23. The Commission has now submitted to the Education Committee ideas for some guiding principles for the academic recognition of diplomas and periods of study, which include the need to take account of the experience and achievements in the wider European field, notably by the Council of Europe and UNESCO. Suggestions have been made for a number of pilot projects and studies in the context of the development of a first programme of action in this field.

(iii) Institutional co-operation

24. There are already many links between institutions of higher education within the Community. These cover a broad spectrum of teaching, research and administrative purposes and vary in their nature between different geographical regions, and among different disciplines. The Commission has assisted a number of consortia or special linked schemes, enabling institutions from different Member States to collaborate on projects of common interest. Consultations as to the means of furthering institutional co-operation and the directions it might take are in progress with the universities through the Liaison Committee of the Rectors' Conferences of the Member States of the European Communities and similar contacts will be sought with representatives of other institutions of higher education.

25. The Education Committee is currently considering specific fields from which schemes to encourage further inter-institutional co-operation might be chosen. They include institutional management and development in higher education; research activities; innovation in teaching and learning methods, including the application of educational technology; curriculum development; and European aspects of teaching and research programmes.

(iv) The European University Institute

26. The intergovernmental convention setting up the European University Institute at Florence was signed on 19 April 1972 and has now been ratified by the six original signatories. The three new Member States of the Community are expected to accede to the convention shortly. The first meeting of the High Council of the Institute will take place in March 1975, and the first academic courses will be available to students in 1976.

27. The Institute will be a centre of post-graduate studies and research in the humanities. The academic programmes, which will be interdisciplinary in character, will be concerned with four main areas: history and civilisation, law, economics, and social and political sciences. The President and Secretary-General of the Institute have been designated, and the first eight professors are now being selected. The Institute will be financed by contributions from the contracting States, but in 1978 the possibility of its being financed by the Community will be considered.

(v) European studies

28. Activities at the higher education level in support of European and Community studies have continued. An inventory of doctoral theses and research projects on different aspects of integration is prepared and published each year. The network of university and public libraries and European Documentation Centres which receive documentation from all the Community institutions has been widened. There are now 197 such centres in Community countries and more than 120 others in various parts of the world. These developments have been accompanied by continued support for the range of activities which were reported more fully to the Eighth Session, including courses for young graduates carrying out individual research, the award of research fellowships and technical assistance for the organisation of new courses and seminars.

D. Educational documentation and statistics

29. The Communities have continued to give priority to the improvements in scientific and technical information. The Committee on Scientific and Technical Information (CIDST) has now established specialist groups to deal with technical matters, such as the training of information specialists, legal and administrative aspects, and with sectoral problems arising out of the need to provide information systems in specific areas such as agriculture, the environment and bio-medicine. The establishment of a specialist group concerned with the needs of education is now being considered.

C0062

30. The Commission is discussing with the Council of Europe the future of the latter's EUDISED project, financial support for which is due to terminate at the end of 1975. A feasibility and cost study is being undertaken as part of the consideration of some future form of co-operation between the Communities and the Council of Europe in the operational development of the project. The Commission is also collaborating with the Council of Europe to produce in 1975 an updated version of the European survey of sources of educational information. As part of the work associated with that study, an expert report on user demand for information services has also been commissioned by the Commission.

31. The collection of statistical data covering education which has been undertaken since 1968 by the Statistical Office of the Communities has been given additional impetus by the setting up of a working group of education statistics experts from Member States. Medium-term tasks include the development of a system for the rapid transmission of basic data in the educational field; the examination, comparison, and ultimate harmonisation of the most important definitions, particularly those cases where disparity threatens to prejudice the comparability between countries; and studies of the possibilities for establishing valid educational indicators. Representatives of the OECD and UNESCO are participating in the discussion of these problems.

E. Mutual recognition of professional qualifications

32. Over the past two years, in the context of the enlarged Community, the Council has pursued its consideration of the draft directives, previously submitted by the Commission, for the achievement of freedom of establishment and freedom to provide services as required by the Treaty. Among the liberal professions the draft directives under active discussion have been those relating to doctors, pharmacists, lawyers and architects.

33. The inclusion of the three new Member States extended the problem area of such discussions because it became necessary to find solutions which took into account professional structures which differ in a number of respects from those within the original six.

34. In order to provide a new impulse to the progress of discussion the Commission organised in October 1973 a broadly-based hearing on the question of the mutual recognition of qualifications in relation to the freedom of establishment of doctors, since this was the profession in respect of which discussion was most advanced.

35. The hearing brought together a large number of representatives of the practising profession, the universities, medical student organisations, hospital and other bodies. Close attention was given to the need to sustain the quality of medical training, and also to the desirability of constituting an advisory committee, membership of which would include representatives of the practising profession and the universities, to assist in this task.

36. In the light of the hearing, and of a review of the problems in the broader context of the profession as a whole, the Commission submitted to the Council in March 1974 a proposal for specific guidelines for future work on the draft directives. On 6 June 1974 the Council adopted a Resolution which *inter alia* expressed its wish that future work on the mutual recognition of diplomas should be guided by the desire for a flexible and qualitative approach, and approved the establishment of advisory committees.

37. The Resolution has already been taken into account in the subsequent discussions within the Council on the draft directives for doctors, and in September 1974 the Commission submitted to the Council a draft decision for the creation of an Advisory Committee on Medical Training. It is hoped that final decisions on the dossier related to the freedom of establishment of doctors will be taken by the Council in 1975.

F. Vocational training

38. The Commission's action to promote vocational training in the Community has continued with the following developments, in particular:

(i) Study programmes and activities

39. In March 1973 the Council approved a number of priority measures arising from the action programme submitted by the Commission in 1972, to which reference was made in the report to the Eighth Session of the Standing Conference. These concerned in particular the improvement of exchanges of information and experience; the train-

ing of instructors; and the search for solutions to training problems facing such persons as migrant workers and handicapped people, and those arising in certain sectors of the economy.

40. Within the framework of activities under the European Social Fund, studies have been undertaken in relation to the development of model programmes for the training of personnel involved in re-training schemes, and pilot projects have been developed concerning new methods for the training of those directing the re-training programmes for agricultural workers, the handicapped and the migrant workers.

(ii) The creation of a European Centre for the Development of Vocational Training

41. In response to a proposal from the Commission, the Council decided in December 1974 to create a European Centre for the development of vocational training.

42. The Centre will have the role of assisting the Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training.

The main tasks of the Centre will be:

— to compile selected documentation relating in particular to the present situation, the latest developments and research in the relevant fields and the problem of vocational training structures;

— to contribute to the development and co-ordination of research in the above fields;

— to ensure that all useful documentation and information is disseminated;

— to encourage and support any initiative likely to facilitate a concerted approach to vocational training problems. The Centre's activity in this respect will deal in particular with the problem of the approximation of standards of vocational training with a view to the mutual recognition of certificates and other documents attesting completion of vocational training;

— to constitute a forum for the parties involved.

43. In its activities the Centre will take into account the links which exist between vocational training and education. The Centre will be administered by a Management Board consisting of representatives of governments, employers, workers, and the Commission.

(iii) Publication of a bulletin on vocational training

44. The Commission decided in 1974 to publish an information bulletin on vocational training. The aim of the bulletin is to provide information for those responsible for training, by supplying news of developments in this field. It will also allow the more thorough studies published by the Commission to be kept up to date.

45. The bulletin will be published 4 times a year and will consist of 3 principal parts:

— New provisions at Community level, and new legal arrangements in the member states (and elsewhere);

— New initiatives in methodology and technology, and research into training;

— Bibliographic documentation.

G. Environmental education

46. Within a comprehensive action programme on the environment adopted by the Council of Ministers on 22 November 1973, proposals are being developed for the promotion of an awareness of environmental problems, for education and training programmes, and for research projects.

47. At the primary and secondary levels the Commission is discussing with national experts proposals for the dissemination of dossiers on environmental problems on a European scale, for the financial support of curriculum development projects at lower secondary level, and for the location within the Community of a network of primary schools engaged in educational work for the environment. The need for improving the availability and quality of textbooks will also be explored.

48. It has been proposed that the Commission should assist the universities and institutes already working in this field by awarding research contracts for projects of European interest; granting scholarships to students and young research workers wishing to pursue studies in the environmental

00064

disciplines outside their countries of origin; giving institutions concerned in the Member States the opportunity to compare their research and education programmes; encouraging the exchange of teachers and research workers; and by assisting institutions to organize summer courses for engineers, chemists, etc., who deal with environment problems in a professional capacity.

49. The Commission has established active co-operation with the Council of Europe, the OECD, and UNESCO, who are all working in this field.

00065

APPENDIX

RESOLUTION OF THE MINISTERS OF EDUCATION MEETING WITHIN THE COUNCIL

of 6 June 1974
on cooperation in the field of education

The Ministers of Education, meeting within the Council,

— referring to the final communiqué of the Conference of Heads of State or of Government held at The Hague on 1 and 2 December 1969, and in particular to point 4 of that communiqué in which the need to safeguard in Europe 'an exceptional source of development, progress and culture' is affirmed, and to the final communiqué of the Conference of Heads of State or of Government held in Paris on 19 and 20 October 1972,

— recalling the conclusions of the discussions on 16 November 1971, and the resultant proceedings of the Working Party of Senior Officials,

— taking account of the Commission communication of 11 March 1974 on education in the European Community,

— confirming the need to institute European cooperation in the field of education and their determination to achieve that cooperation by progressive stages in matters agreed upon in accordance with a procedure to be laid down,

Hereby adopt this Resolution:

I. Cooperation in education shall be based on the following principles:

— the programme of cooperation initiated in the field of education, whilst reflecting the progressive harmonization of the economic and social policies in the Community, must be adapted to the specific objectives and requirements of this field,

— on no account must education be regarded merely as a component of economic life,

— educational cooperation must make allowance for the traditions of each country and the diversity of their respective educational policies and systems.

Harmonization of these systems or policies cannot, therefore, be considered an end in itself.

II. At the present stage, this cooperation will relate mainly to the following priority spheres of action:

— better facilities for the education and training of nationals and the children of nationals of other Member States of the Communities and of non-member countries.

— promotion of closer relations between educational systems in Europe,

— compilation of up-to-date documentation and statistics on education,

— increased cooperation between institutions of higher education,

— improved possibilities for academic recognition of diplomas and periods of study,

— encouragement of the freedom of movement and mobility of teachers, students and research workers, in particular by the removal of administrative and social obstacles to the free movement of such persons and by the improved teaching of foreign languages,

— achievement of equal opportunity for free access to all forms of education.

It is self-evident that any subject which it would appear necessary to study to attain the results sought in this sphere must be open to examination.

III. This cooperation must not hinder the exercise of the powers conferred on the Institutions of the European Communities.

IV. In order to foster action in the fields mentioned under point II, an Education Committee shall be set up, composed of representatives of the Member States and of the Commission. Its Chairman shall come from the country exercising the office of President of the Council of Ministers. The Committee will report to the Education Ministers meeting within the Council before 30 June 1975, in accordance with customary procedures.

000 66

NORDIC COUNCIL OF MINISTERS

Introduction

1. By the agreement on Nordic cultural co-operation, which came into force in 1972, the Nordic countries — Denmark, Finland, Iceland, Norway and Sweden — pledged themselves to close co-operation in three main spheres: education, research and general cultural work. The object of the agreement is to strengthen and intensify cultural co-operation in the widest sense among the parties to it, with a view to further developing of the Nordic cultural fellowship and increasing the total effect of these countries' investment in education, research and other cultural activity by means of common planning, co-ordination, collaboration and specialisation.

2. In the field of education, co-operation must be concerned with the aims, content and means of education, the structure of the educational system, and pedagogical development. In the field of research, co-operation must aim at information on research activities and results, common research projects, common research institutions, methods and means in research policy, the organisational structure of research and co-ordination between national research programmes.

3. It should be emphasised that the provisions of the cultural agreement lay extensive obligations on the governments and national authorities with regard to co-operation in the spheres covered by the agreement. Thus, in Article 13: "To achieve satisfactory collaboration between the agencies of co-operation and the appropriate authority in the individual countries, the contracting parties undertake to ensure an efficient, national organisation of the work on the questions of collaboration covered by this agreement." Further, in Article 14: "Each party to the agreement should consult with the other parties — in the Council of Ministers, at other ministerial meetings or in the senior officials' committee — before taking important decisions in fields covered by this agreement."

4. The cultural agreement thus emphasises not least the practical sides of collaboration, which also finds expression in the provisions of the agreement in which it is laid down that for Nordic collaboration in the fields of education, research and general cultural activity there must be a common Nordic budget.

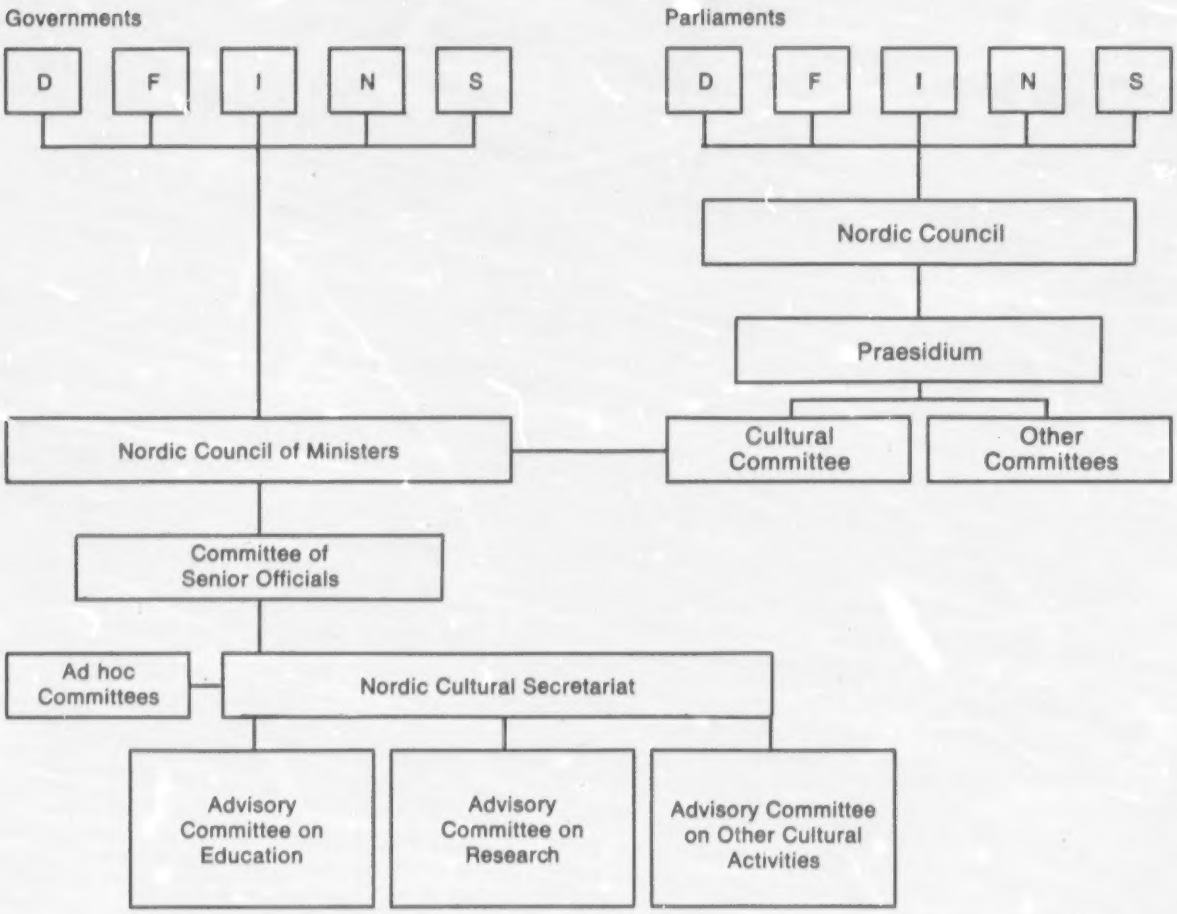
The common budget for Nordic Cultural Cooperation, 1975, under the Nordic Council of Ministers (the Ministers of Education and Culture) amounted to Dkr. 38 656 000. This amount is mainly distributed to the permanent institutions on the common Nordic budget: for example, the Nordic Popular Academy, the Administration of the Nordic Domestic Science High School, and the Nordic Institute for Nuclear Physics.

5. The highest formal authority for this collaboration is the Nordic Council of Ministers (the Ministers of Education and Culture), and it is laid down in the agreement that collaboration must be carried on in close contact with the parliamentary body, the Nordic Council. The formal organisational structure of collaboration is shown in the diagram below.

COO 68

The formal, organisational structure of Nordic collaboration including that on education and research

Relations between parliaments and governments



6. The following part of this report is divided into two main sections. The first deals with general plans and guidelines for education, while the second describes some important projects for collaboration.

General plans and guidelines for collaboration in education

7. Nordic co-operation is based on a high degree of community of attitude to the aims of education, and of agreement in evaluation of the significance of education for society. Broadly speaking, developments in the Nordic countries thus move in the same direction; and even though it must be noted that reforms in the various spheres are carried out at different rates, the lines of development are the same to a large extent, both in the structure of the educational systems and in their content.

8. The Nordic Council of Ministers has agreed on guidelines for collaboration in the coming years, and has discussed, among other things, the question of *criteria for Nordic collaboration.*

9. The considerable problems of resources that must probably be faced in the educational sector in the coming years make it necessary to empha-

00069

sise the requirement that Nordic co-operation must be justifiable in regard to the efficiency and exploitation of the total available resources. To the extent that parallel developments in the various fields of education in the Nordic countries permit, a conscious effort must be made to ensure a better common exploitation of the total resources. Existing and new projects for collaboration must be evaluated on the criterion of whether they create possibilities of rationalisation in the use of means and personnel, either by concentrating resources on a common Nordic effort, or by ensuring a common exploitation of national resources.

10. One of the fields where the problems of resources is of immediate importance is the work of pedagogical innovation. Here, therefore, stress should be laid on intensifying Nordic collaboration by co-ordination and specialisation. By means of a limited use of Nordic funds, it is possible to ensure, for example, that national innovation projects are so organised that they are of the greatest possible interest to other Nordic countries also. Such models and methods of work are being tried at present in parts of projects in Nordic collaboration in the field of the compulsory school. A rational exploitation of resources on a national scale could be advantageously employed in many other areas in Nordic education. Moreover, it should be pointed out that in special fields in the educational sector it would also be rational to concentrate the available resources. This applies, for example, to training in vocational specialities, to some parts of post-school and further education, as also to information and the work of documentation.

11. The agencies of the cultural agreement therefore aim at a purposeful activity in regard to co-ordination and specialisation among the countries, in order to allow a rational use of the available resources.

12. The aim of collaboration in the educational sector is thus to avoid separate national initiatives in projects that are of common Nordic interest, and that can be more rationally carried out as common initiatives for the Nordic countries. The same applies to projects and efforts on the national level that are of Nordic interest, that must be secured for use in all the countries, so that, as far as possible, overlapping is avoided.

13. Two important fields for collaboration are emphasised in the guidelines given by the Council of Ministers for the work in the future. One is collaboration in the *harmonisation of the educational systems* in the Nordic countries, and collaboration in adult education. The work on the harmonisation of the educational systems in the Nordic countries includes, for example, collaboration on projects in the pre-school field, in compulsory education, and in upper secondary education. Originally, this work was based on working out outline plans for individual subjects, and outline plans have been drawn up for English and for Mathematics. However, the work on harmonisation has been given a new direction by a decision of the Council of Ministers, whereby the work of harmonisation is primarily concerned to get the innovatory forces to move in the same direction. The present and future efforts in this sphere will be made first and foremost by Nordic collaboration on pedagogical innovation.

14. Nordic collaboration in *adult education* must be viewed in connexion with the collaboration undertaken in *further education and training*. Among other things, adult education in the Nordic countries has been comprehensively mapped out, and on the basis of this mapping, a decision will be made in the near future on a continuation of this collaboration, partly with a view to special tasks of clarification, and partly with a view to proposals for concrete projects for collaboration.

15. Even though each of the Nordic countries must meet its own educational requirements in all central spheres, it would be extremely desirable that the Nordic countries should be able to use what each has to offer in more special fields. This is particularly pronounced in the fields of after-schooling and further education and training, where experimental projects have been started, for example, for the further training of museum conservators and social high school teachers. In further education and training, as in the long-term development of the whole educational system, the central problems are involved in new evaluations of the role of adult education, the prospects of the so-called recurrent training courses, popular education associations' work and the place of radio and TV in adult education. In these spheres, it will perhaps prove appropriate to institute a common Nordic effort in terms of examinations and research, which in the long run could provide a basis for harmonised or common models for solutions.

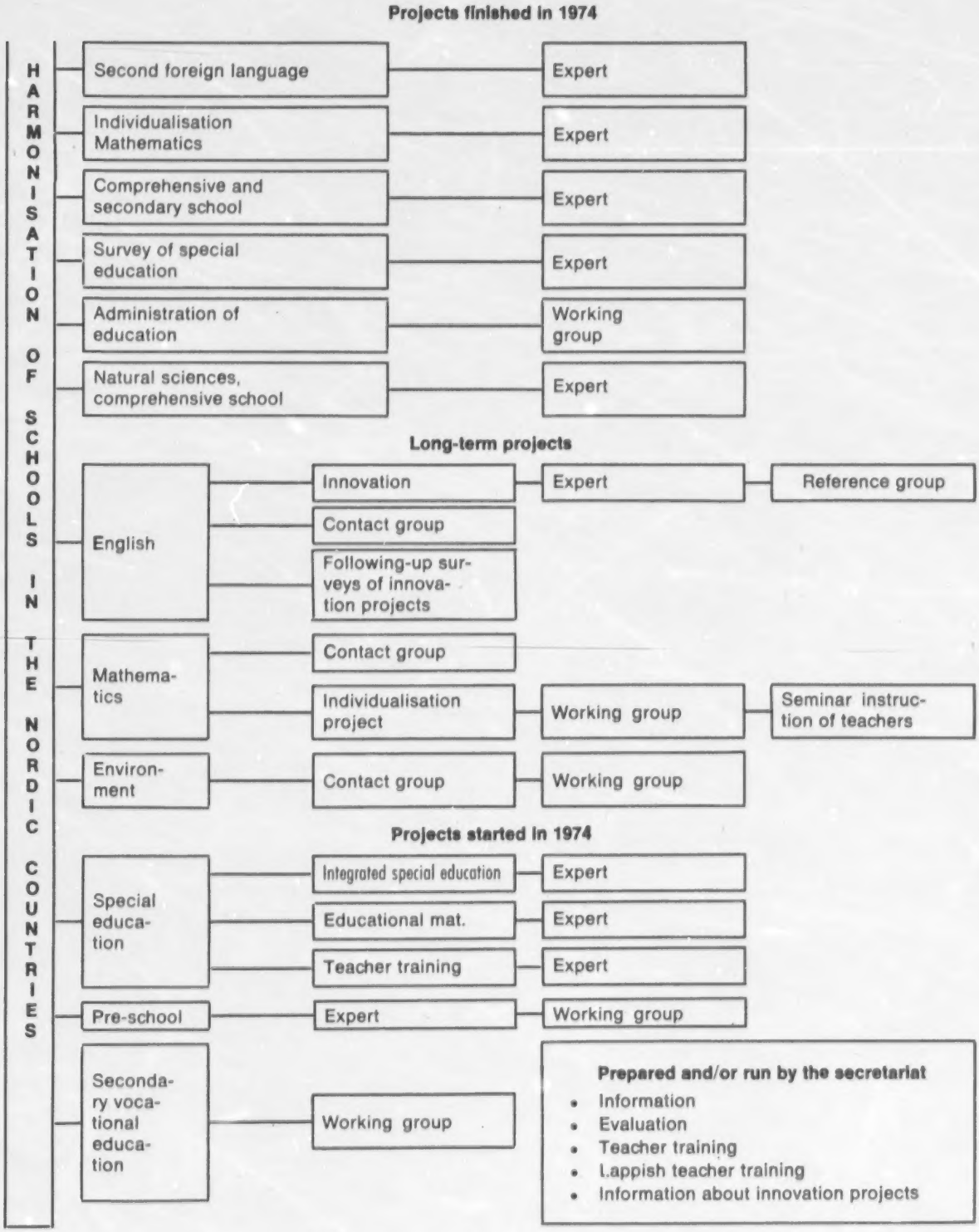
16. In this connexion, it must be emphasised that the Council of Ministers has laid decisive weight on including the popular movements such as the folk-high schools, the workers' educational movements etc. in this Nordic cooperation. This has particular importance for adult education and the Nordic initiatives in this field.

00670

Some important projects for collaboration

17. The most important field for collaboration in the sphere of education has been the work of harmonisation. This work covers primarily projects in pre-schooling, the compulsory school and secondary education. The scope of the work appears from the diagram below. The work is directed by a special Steering Committee, composed of representatives of the national education authorities in the individual Nordic countries and the Secretariat for Nordic Cultural Co-operation, which is responsible for planning and executive functions in connexion with the projects. It is important to emphasise that in these projects, the attempt has been made to set up a model that ensures a certain central control of the aims of the projects and the spheres of work, while at the same time decentralising the work itself to the individual countries — using working parties, experts and the like — has been tried. This model has proved to be appropriate and an inordinate bureaucratisation of the work is thus avoided. At the same time, every effort is made, by means of symposia and conferences, to ensure contact with schools and teachers, so that the work maintains direct connexion with the daily problems in school.

00071


HARMONISATION OF SCHOOLS IN THE NORDIC COUNTRIES
Projects finished in 1974
Second foreign language
Expert
Individualisation Mathematics
Expert
Comprehensive and secondary school
Expert
Survey of special education
Expert
Administration of education
Working group
Natural sciences, comprehensive school
Expert
Long-term projects
English
Innovation
Expert
Reference group
Contact group
Following-up surveys of innovation projects
Mathematics
Contact group
Individualisation project
Working group
Seminar instruction of teachers
Environment
Contact group
Working group
Projects started in 1974
Special education
Integrated special education
Expert
Educational mat.
Expert
Teacher training
Expert
Pre-school
Expert
Working group
Secondary vocational education
Working group
Prepared and/or run by the secretariat
Information
Evaluation
Teacher training
Lappish teacher training
Information about innovation projects

000172

18. In three main parts of the work of harmonisation, it has been decided to start more long-term projects — in Mathematics, English and the environment. The work on English and Mathematics is based on outline plans already drawn up, and it has been decided that the projects in these subjects must concentrate on individualisation problems in teaching. In all the Nordic countries, individualisation is a central problem in connexion with the compulsory school and undivided classes. On the basis, therefore, of innovation projects in the individual countries, efforts will be made to produce materials that are useful and helpful to the individual teacher in his work. Thus the aim of this work is, by Nordic collaboration, to achieve results that can directly influence the work in the school.

19. Courses in *ecology and the environment* introduce a new topic into the teaching of the natural sciences. A project on the environment may be regarded as an innovation in education, since it consists of a combination of pedagogical research and development co-ordinated with Nordic training of instructors, national further training of teachers, and co-ordinated production of teaching material for use in schools. The first stage of this work is concentrated on the first six years at school, but it is planned to extend this work to the other age-groups in the compulsory school, and perhaps further to the upper-secondary level.

20. In the programme drawn up by the Nordic Council of Ministers for 1973/75, co-operation in adult education is given a high priority. The introductory stage of this work ended in 1974 with a mapping of the organisation of adult education in the Nordic countries, and the issue of a report, *Adult Education in the Nordic countries.* This report contains a survey of the organisation of adult education etc. in the individual Nordic countries, opportunities for education and training for adults, the official administrative organs, co-ordination and collaboration in adult education, finance, training of teachers for work with adults, educational research and training aids. This survey work proved to demand considerably greater resources than originally expected. It is the first time that such a survey has been attempted in this field. The report may thus be described as pioneer work in Nordic co-operation in adult education. It provides the necessary basis for further consideration of proposals for collaboration in the field of adult education, and symposia and conferences have been held to discuss possible common Nordic initiatives.

21. In adult education, moreover, there has been an experimental research project, the so-called Nordic adult education project, in which, for example, methods and syllabuses have been tested in connexion with active recruitment in adult education. In some countries, close collaboration has been established with radio and TV in relation to this research project, and a report will be issued in 1975.

22. In *higher and other further education,* work has been done in the following fields. An expert committee issued a report in December 1973 dealing with proposals for the general acceptance of Nordic "tentamina" (1). Moreover, Nordic rules have been drawn up for the payment of social support for study to students who are studying in Nordic countries other than their own. In higher and further education, there are also various university courses: for example, in language and literature, in history and in ethnology. Courses have also been held in university pedagogics, for example, with the support of the Nordic Cultural Fund. The question of closer collaboration in higher education is constantly under consideration in the agencies of the Cultural Agreement, and one of the tasks referred to the Secretariat is to discover how many Nordic students are taking special courses or courses that require particularly large investment in a Nordic country other than their own, and under what conditions they are admitted to such courses.

23. In the fields of education and research, there are a number of permanent institutions: for example, the Nordic Institute for Nuclear Physics, the Central Institute for Nordic Asian Research, the Nordic Volcanological Institute, the Nordic Popular Academy, the Nordic Institute for Social Planning. All these institutions submit annual reports to the agencies of the Cultural Agreement and to the Nordic Council.

Summary

24. It is characteristic of the collaboration in education that it is the Ministries and governmental agencies that, on a central and Nordic level, are responsible for the decisions on collaboration, and that it is often these authorities that undertake the executive functions involved in common Nordic projects. Nordic co-operation in education,

(1) *Tentamen* — term used in Nordic culture' collaboration as the common term for examinations taken at a university or other institution of higher education.

00073

including initiatives for new proposals for collaboration, must therefore be based on decisions by both national authorities and Nordic bodies. In carrying out the projects, there must be contact and support by the administrative and professional authorities in the individual countries.

25. This organisational framework for collaboration in the field of education makes it possible to follow individual projects for collaboration closely in the various countries, and to channel the results obtained through the national agencies, and thus to have a direct effect in the relevant sphere.

00074

Editor: The Director of Education and of Cultural and Scientific Affairs
Strasbourg

© A. Morstadt, 7640 Kehl am Rhein

0075

Information Bulletin

Main themes in past issues

1/1971* **Progress Report of International Organisations 1969/1970**
Background Paper for the Seventh Conference of European Ministers of Education

2/1971* **Seventh Conference of European Ministers of Education, 8-10 June 1971, Brussels**

3/1971* **Assessment and Examinations — Council of Europe Studies**
A. D. C. Peterson ; M. Reuchlin ; W. D. Halls ; J. Capelle

1/1972* **The London Colloquium of Directors of Educational Research Organisations**

2/1972 **EUDISED Project — Report of the Steering Group 1971**

3/1972 **Higher Education Reform and the Concept of Permanent Education**
J. Capelle ; W. Taylor ; B. E. Ingelmark ; E. A. van Trotsenburg ; F. Edding

1/1973* **Educational Research Symposium on the Education of the 16-19 Age Group**

2/1973 **Eighth Session of the Standing Conference of European Ministers of Education, Bern, 5-7 June 1973**

3/1973* **Symposium on Research and Reform in Teacher Education, Bristol, 8-13 April 1973**

1/1974* **Symposium on the Socio-culturally Handicapped, Ghent, 24th-28th September 1973**

2/1974 **Second Colloquium of Directors of Educational Research Organisations, Paris, 7th-9th November 1973**

3/1974 **Symposium on Reform and Planning of Higher Education, Oxford, 31st March-5th April 1974**

1/1975 **Educational Research Symposium on the Evaluation of School Reform Pilot Projects, Rheinhardswaldschule, 14th-18th October 1974**

---

* Out of print

CC076